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ABSTRACT

This trainer's guide is designed to assist Head Start administrators in implementing the Bringing Out Head Start Talents (BOHST) project designed to identify and develop programs for potentially gifted/talented Head Start children. The trainer's guide is divided into three sections. Section 1, the Administrator's Guide, consists of the following components: a description and overview of the BOHST project; requirements for implementing the project (staff time, space, cost, and materials); basic instructions for leading staff workshops; a sample yearly schedule; and sample forms used throughout the training process. Section 2, Teacher Workshops, includes detailed instructions and material (overhead transparencies and handouts) for six workshops for the Headstart teaching staff, as well as information about follow-up consultations and observations to assist teachers in implementing the BOHST approach in their classrooms. Section 3, Parent Workshops,. gives detailed instructions for two workshops: general programming for all Headstart parents, and talents programming for parents of children identified as having potential talents. (JW)

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BOHST

Bringing Out Head Start Talents

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Trainer's Guide

EC 191 365

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BOHST

Bringing Out Head Start Talents

Dr. Merle B. Karnes, Director

Jane Amundsen and Tsivia Cohen, Coordinators

Dr. Lawrence J. Johnson, Evaluator

Institute for Child Behavior and Development
University of Illinois
Urbana-Champaign, IL 61801
1984-85

Materials written by: Jane Amundsen, Tsivia Cohen, Beverly Lewman

Organized and edited by: Jane Amundsen, Linda Flynn

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INTRODUCTION

This Trainer's Guide is designed to assist Head Start administrators in implementing the BOHST (Bringing Out Head Start Talents) Model. BOHST was developed at the University of Illinois and was partially funded through a grant from the U.S. Department of Health and Human Services. This manual may be used by a Head Start program director or by one of the coordinators of the program--whomever will be administering the BOHST Project.

The main goal of the BOHST Project is to provide training to Head Start personnel and parents in identifying and programming for potentially talented Head Start children. Both the person providing the training and the administrator who is overseeing that person will need to be familiar with the contents of this manual. Especially important is understanding the overall structure of the BOHST project and seeing how it fits into your Head Start program.

This Trainer's Guide is divided into three sections:

1. The Administrator's Guide includes information for the Head Start Director as well as for the person who will be conducting the BOHST teacher and parent training. This information is critical to the smooth running of the BOHST training.

2. BOHST Teacher Workshops includes detailed instructions and materials for six workshops for the teaching staff plus information about follow-up consultations and observations to assist teachers in implementing the BOHST approach in their classrooms.

3. BOHST Parent Workshops includes instructions for two workshops for Head Start parents--one for all parents and one for parents of the children identified as having potential talents.

The instructions for all the workshops follow a similar format and provide all the information needed to present the workshops. Samples of all handouts and overheads used in these workshops are provided at the end of each workshop. The person providing the training will need to photocopy enough handouts for each workshop participant and make transparences from the sample overheads.

In designing this Trainer's Guide, the BOHST staff has attempted to anticipate everything an administrator would need to know in order to replicate the BOHST Model in their Head Start program.

Additional copies of the BOHST manuals may be ordered by contacting the Disabled Citizens Foundation (a not-for-profit organization), 1304 W. Bradley, Champaign, Illinois 61820 (217-356-9176).

BOHST

Bringing Out Head Start Talents

ADMINISTRATIVE GUIDE

TEACHER WORKSHOPS

PARENT WORKSHOPS

ADMINISTRATIVE GUIDE

Description and Overview of the BOHST Project . . . 2

Requirements for Implementing BOHST 5

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Sample Schedule for the Year 9

Sample Forms

DESCRIPTION AND OVERVIEW OF THE BOHST PROJECT

WHAT'S THE PURPOSE OF BOHST?

Since Head Start began it has made great strides in improving and expanding services to children who are average and to the 10% of its population who are diagnosed as handicapped. The children who have remained underserved are the bright/gifted/talented--the top 10-20% of the children who show great potential in one or more areas of talent. The BOHST (Bringing Out Head Start Talents) Project was designed to meet this need.

While bright/gifted/talented children in all economic groups have often been underserved, children from low-income homes have received even less in the way of special services. Not only are these children affected by the general scarcity of services to the gifted, but they are also less likely to be identified for inclusion in the services that are presently available. BOHST was developed to assist in the identification and programming of Head Start children who have potential talents or gifts. By reaching children early in their lives to both identify and program for their talents, educators can begin to tap the potential talents of low-income children and to nurture these human resources.

HOW DID BOHST BEGIN?

BOHST was funded by the Administration of Children, Youth, and Families for one year under Dr. Merle B. Karnes at the University of Illinois. Procedures and materials developed over ten years for the RAPYHT (Retrieval and Acceleration of Promising Young Handicapped and Talented) Project for gifted/talented handicapped preschool children were used as the basis of the BOHST Project. Major modifications were made in these materials so that they would more appropriately fit the needs of the Head Start population. The BOHST materials were field-tested in a Head Start program in Champaign County, Illinois. Modifications were then made and these materials have been printed for distribution to Head Start centers across the nation.

HOW DO YOU IMPLEMENT BOHST?

Teachers are trained through a series of workshops offered throughout the academic year by someone designated as the BOHST trainer. These workshops are coupled with classroom observations and consultations with the trainer. Through this individual contact, the teachers receive support and feedback. Similarly, parents of the Head Start children are provided with two workshops, one that covers general enrichment for all the parents and one on specific talent programming just for the parents of the identified children. In addition all parents are asked to complete a questionnaire to aid in identifying those children with potential talents.

WHO ARE GIFTED/TALENTED PRESCHOOLERS?

BOHST is based on the U.S. Office of Education's 1972 definition of the gifted which includes unusual abilities in the following areas: intellectual, creative, leadership, visual and performing arts (art and music), acedemic (math, science, and reading), and psychomotor. Only a small percentage of the general population (3-5%) is truly gifted or talented. Identifying talents or gifts is especially difficult at the preschool level before children have had the experiences necessary to develop and demonstrate talents. Because it is impossible to determine with certainty which preschool children will grow up to be among that small percentage, BOHST "casts a wide net" to carefully select the 10-20% of the children who show potential talent.

WHAT ARE THE COMPONENTS OF THE BOHST PROJECT?

The BOHST project is composed of five major components. These components were specifically designed and developed to meet the needs of the bright/gifted/talented population as well as to enrich the curriculum for all Head Start children. The five components of the BOHST project are (1) general programming both in the classroom and at home for all the Head Start children, (2) identification processes for determining the bright/gifted/talented in the Head Start program, using both parent and teacher input, (3) specific programming both in the classroom and at home for the identified talented children in their specific talent area, (4) programming to involve parents both in the classroom and at home, and (5) strategies for aiding in the transition from Head Start to public school, thus ensuring continuity of programming. In addition, ongoing evaluation procedures are included to determine the impact of the project and to assess progress throughout the year.

WHAT ARE THE MAJOR STEPS IN THE BOHST PROCESS?

The BOHST process includes three major steps: (1) general enrichment programming, both in the classroom and at home, for ALL Head Start children, (2) identification processes for determining the bright/gifted/talented in the Head start program using both parent and teacher input, and (3) specific programming, both in the classroom and at home, for the identified talented children in their specific talent area.

Below is a summary of this BOHST process:

Step 1: GENERAL PROGRAMMING
- Detective Thinking (Convergent Productive Thinking)
- Inventor Thinking (Divergent Productive Thinking)
- Judge Thinking (Evaluative Thinking)

Step 2: TALENT IDENTIFICATION
- Teacher Checklist
- Parent Checklist
- Talent Staffing

Step 3: TALENT PROGRAMMING
- Assessment Record
- Talent Activities
- Talent Education Plan
- End-of-the-Year Talent Report

General Programming is designed to give ALL the Head Start children a chance to develop their higher level thinking skills, including problem-solving skills, creative thinking. This general enrichment also gives the children an opportunity to develop and demonstrate potential talents. Curriculum for both the home and the classroom are a part of this first step.

Talent Identification, Step 2, focuses on identifying the children with potential talent in one or more of six areas: intellectual, creative, leadership, visual and performing arts (art and music), academic (math, science, and reading), and psychomotor. Both teacher and parent checklists are used in selecting children with potential talent. A review of the checklist ratings and a final determination of which children are identified is made at a Talent Staffing, a meeting with the teacher, trainer, any appropriate ancillary personnel, and possibly the parents.

Only the children identified as having potential talent, the top 10-20%, are involved in Step 3 of the BOHST process, Talent Programming. The purpose of talent programming is to provide the identified children with opportunities and experiences to develop their talent areas. Specific activities in their talent area are provided for both the classroom and the home. An ongoing assessment of talent development is built-into each clasroom activity. An individual plan of talent development is written and implemented for each identified child. In addition, in order to help ensure continuity of talent programming, a talent report is completed at the end of the year and sent on to the child's next teacher.

WHAT'S THE RESULT OF IMPLEMENTING BOHST?

Research has shown that the BOHST Project has a positive impact on both teachers and children. Scores of all children, the identified as well as non-identified chidren, increased in both creativity and academic achievement as measured by Torrance's Thinking Creatively in Action and Movement and the Kaufman Assessment Battery for Children. In addition, teacher's described their class more positively at the end of the BOHST training, suggesting that focusing on the strengths of children and programming for these strengths may improve teachers' attitudes toward their children. It appears that the main goals of the project--focusing on the strengths of all children, providing all children with practice in higher-order thinking skills, identifying the potentially gifted and talented children, and providing home and classroom programming for the those identified as having special talents--have an overall positive impact on the whole Head Start program.

REQUIREMENTS FOR IMPLEMENTING THE BOHST PROJECT

Following is a brief description of what is required for a Head Start program to implement BOHST in terms of staff time, space, cost, and materials.

I. STAFF TIME

The following people will need time to participate in the BOHST project:

TRAINER

One member of your administrative staff, possibly yourself, the educational coordinator, or a site supervisor, should be the trainer for the BOHST process. This person will need time to do the following:

a. Prepare and present six workshops for teachers each about 1 1/2 hours long. Preparation time for each workshop is about two hours, including time to review the workshop instructions, prepare materials, and make appropriate arrangements.

b. Observe each classroom for about thirty minutes following each workshop.

c. Consult with each teacher for about thirty minutes following each observation. One of these consultations will be a Talent Staffing to determine which children are identified as potentially talented.

d. Participate in a TEP (Talent Education Plan) meeting for each identified child, about one hour each.

e. Present two hour long parent workshops, possibly in conjunction with the parent coordinator or other staff.

Total time for the trainer to implement the six teacher workshops and the two parent workshops, including preparation time, will be approximately 30-35 hours for the year plus a minimum of seven hours per teacher for observations and consultations.

PARENT COORDINATOR

One person from your staff will need time to help arrange and assist with the two parent workshops which will probably be run by the trainer. Time will be required for scheduling the meeting, contacting parents, arranging childcare and transportation, making room and refreshment arrangements, planning the meeting with the BOHST trainer, and being present during the meeting. Total time required for both workshops will be approximately 10 hours.

TEACHERS

Each teacher participating in the program will need time to do the following:

a. Attend six workshops, each about 1 1/2 hours long.

b. Implement BOHST general programming activities in the classroom. Thirty general programming activities are included, each taking 10-15 minutes to prepare and 15-20 minutes to present.

c. Meet with the BOHST trainer for about a half hour consultation following each of the workshops.

d. Complete a talent identification checklist. Distribute and collect parent checklists as well as record and total the parent checklist ratings. In addition, each teacher will need to meet with the trainer and any appropriate ancillary staff for a Talent Staffing during which a final determination of the children identified as potentially talented is made. Total time needed for the identification process will be a minimum of six hours.

e. Implement BOHST talent programming activities in the classroom for the identified children. Time is dependent on the number of identified children, but plan on about 30 minutes per activity plus 10-15 minutes preparation time and about 8-10 activities per identified child.

f. Meet with the BOHST trainer to write a Talent Education Plan (TEP) for each identified child, about an hour each.

g. Complete an End-of-the-Year Talent Report for each identified child, taking about 15 minutes per report.

Total time for a teacher with a class size of 20 with 3 identified children would be about 35 hours for the year. Most of this time can occur during the usual inservice training times and regular classroom hours.

DIRECTOR

Whether or not you are doing the training yourself, some of your time will be required for introducing the BOHST project to your staff and making initial arrangements with everyone involved. Depending on how your program is organized, you may also be responsible for scheduling the workshops. Thus initiating the BOHST Project can take anywhere from 1-5 hours of your time.

Also as the director of the program, you will need to provide some supervision to the person who will be the BOHST trainer. You may wish to delegate this supervisory role to someone else, in which case he or she should read this section of the manual.

Supervision of the trainer should consist of the following:

a. Observe the trainer conducting at least three workshops. Give feedback using the trainer competency form for workshops. A copy of this form is included in the Administrative Section at this manual.

b. Sit in on at least two consultations between the trainer and a teacher. Give feedback using the trainer competency form for consultations.

c. In addition, you and the trainer have the option of using a peer supervisory procedure in which another coordinator or a teacher observe the trainer and offers feedback. The appropriate trainer competency form should be used.

Altogether supervising the training should take approximately 6-8 hours.

II. SPACE

A meeting room will be needed for each of the six workshops. Enough space will be needed for the teachers to break into smaller groups and to roleplay active lessons. A classroom may be used as long as comfortable adult-sized chairs are available.

Teacher consultations may be held in the classrooms after the children have left for the day.

III. COSTS

Some release time for staff may be necessary, but most of the training and consultation times can occur during your regularly scheduled inservice training times. There will be some minimal cost for reproducing a few materials, such as name tags, handouts, and overheads. If your organization does not have access to audio-visual equipment, you may also need to rent an overhead projector for some of the workshops. Thus implementing the project will cost very little outside of purchasing the BOHST manuals.

IV. MATERIALS

In addition to this TRAINER'S GUIDE for the trainer, you will need each of the following manuals for each teacher:
--GENERAL PROGRAMMING MANUAL
--TALENT IDENTIFICATION MANUAL
--TALENT PROGRAMMING MANUAL

For parents the following materials are needed:
--DETECTIVE, INVENTOR, AND JUDGE ACTIVITIES FOR THE HOME BOOKLET for the parents of each child in the program.
--TALENT ACTIVITIES FOR THE HOME BOOKLET for the parents of each identified child.

Samples of any necessary materials, handouts, and forms are provided in the BOHST manuals. These will need to be reproduced according to the number of teachers and children involved with the project.

BASIC INSTRUCTIONS FOR LEADING THE WORKSHOPS

1. Use your own language for explaining the workshop information. Read through the workshop instructions before the workshop at least two times. Make yourself notes on the outline. Reading material out of this manual to the participants can really kill a workshop.

2. Before each part the workshop, prepare the participants by telling them what you will be doing. At the end, summarize what you did. Think of this general presentation plan:

   --Tell them what you are going to say
   --Say it
   --Then tell them what you said

3. Keep the big picture in mind and frequently remind the participants of the big picture. In other words, help them understand what the purpose of BOHST is and how each workshop fits with that purpose.

4. People learn by doing. Get everyone involved. It will make the workshop more interesting and more meaningful.

5. Preparation is liberation. Make sure you know your material and have everything ready in advance. Review the summary of materials to be prepared and gathered at the beginning of each workshop. Be over-prepared. Review the material in your head before the workshop.

6. Be enthusiastic and enjoy the workshop yourself.

7. Don´t be afraid to repeat yourself. Research has shown that saying something three times will help people remember it. Try to find different ways to say the same thing.

SAMPLE SCHEDULE FOR THE YEAR

This schedule is designed to give you an idea of when you would need to implement major steps in the BOHST process in order to complete the process within one school year.

SUGGESTED DATES	ACTIVITY
1st or 2nd Week of September	Teacher Workshop: INTRODUCTION TO BOHST AND DETECTIVE THINKING WORKSHOP.
3rd or 4th Week of September	Follow-up observations and consultations for detective activities.
1st or 2nd Week of October	Teacher Workshop: INVENTOR THINKING
3rd or 4th Week of October	Follow-up observations and consultations for inventor activities.
1st or 2nd Week of November	Teacher Workshop: JUDGE THINKING
3rd or 4th Week of November	Follow-up observations and consultations for judge activities.
3rd or 4th Week of November	General Programming Workshop for All Head Start Parents: DETECTIVE, INVENTOR, AND JUDGE THINKING FOR THE HOME.
1st or 2nd Week of December	Teacher Workshop: TALENT IDENTIFICATION
2nd or 3rd Week of December	Follow-up observations of children and Talent Staffing.
2nd or 3rd Week of January	Teacher Workshop: TALENT PROGRAMMING
3rd or 4th Week of January	Follow-up observations and consultations for talent activities.
1st or 2nd Week of February	Workshop for Parents of the Identified Children: TALENT PROGRAMMING FOR THE HOME.
3rd or 4th Week of February	TEP (Talent Education Plan) Meetings
1st or 2nd Week of March	Teacher Workshop: CLASSROOM ENVIRONMENT
3rd or 4th Week of March	Follow-up observations and consultations on the classroom environment.

Sample Forms

Included in this section are sample forms which are used repeatedly throughout the training process

- **Workshop Evaluation**
- **Observation/Consultation Sign-Up Sheet**
- **Observation/Consultation Evaluation**
- **Reminder Cards**
- **Trainer Competencies for Workshop Presentations: Evaluation Form**
- **Trainer Competencies for Consultations: Evaluation Form**

WORKSHOP EVALUATION

Date: ____________________

Name of Workshop: ____

Check one: Teacher _____ Paraprofessional ______ Coordinator _____

Visitor _____ Other (Specify) __________________________

1. The main objective for this workshop was:

2. The training materials and activities presented that proved most useful are:

3. The training materials and activities presented that proved least useful are:

	Strongly Agree	Agree		Disagree	Strongly Disagree
4. The information presented was very relevant to my needs.	5	4	3	2	1

	Strongly Agree	Agree		Disagree	Strongly Disagree
5. The BOHST trainer was very helpful in adapting materials and procedures for my use.	5	4	3	2	1

6. Specifically, how could the presentation have been improved?

7. As a result of this workshop, what information will you be able to use and how?

OBSERVATION/CONSULTATION SIGN UP SHEET

Please write your name in two open spaces to indicate; (1) When you would like me to observe in your classroom and (2) When you are available for a follow-up consultation.

Week of ______________________________

	M	T	W	T	F
8:00					
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
12:00					
12:30					
1:00					
1:30					
2:00					
2:30					
3:00					
3:30					
4:00					
4:30					
Other					

OBSERVATION/CONSULTATION

Evaluation

Teacher: ______________________________

Observer: ______________________________

Type of activity observed: ____________________

Date: ______________

1. The suggestions made by the BOHST trainer concerning my classroom were very helpful.

   Strongly Agree 5 4 3 2 1 Strongly Disagree

2. The BOHST trainer was very helpful in adapting BOHST materials for my use.

   Strongly Agree 5 4 3 2 1 Strongly Disagree

3. The BOHST activity was appropriate for my classroom.

   Strongly Agree 5 4 3 2 1 Strongly Disagree

4. What was the most helpful part of this consultation?

5. What was the least helpful part of this consultation?

REMINDER
for ______________
(teacher's name)

Classroom Observation

Activity or child
to be observed ______________

Date ______________

Time ______________

Follow-Up Consultation

Date ______________

Time ______________

Next Workshop

Date ______________

Time ______________

Place ______________

REMINDER
for ______________
(teacher's name)

Classroom Observation

Activity or child
to be observed ______________

Date ______________

Time ______________

Follow-Up Consultation

Date ______________

Time ______________

Next Workshop

Date ______________

Time ______________

Place ______________

REMINDER
for ______________
(teacher's name)

Classroom Observation

Activity or child
to be observed ______________

Date ______________

Time ______________

Follow-Up Consultation

Date ______________

Time ______________

Next Workshop

Date ______________

Time ______________

Place ______________

TRAINER COMPETENCIES FOR WORKSHOP PRESENTATIONS

Evaluation Form

SKILLS	OBSERVED	COMMENTS OR SUGGESTIONS
1. PREPARATION: --Set up room so participants could see and hear --Set up needed equipment before the workshop --Prepared handouts and other materials before the workshop --Showed familiarity with workshop activities		
2. ORGANIZATION: --Had all needed materials readily available --Organized materials in order of presentation --Presented information in a well-organized manner		
3. OVERALL PRESENTATION: --Maintained participants' interest --Was enthusiastic --Responded to and encouraged questions --Showed overall knowledge of program --Clearly explained information		

TRAINER COMPETENCIES FOR CONSULTATIONS

Evaluation Form

SKILLS	OBSERVED	COMMENTS OR SUGGESTIONS
1. ORGANIZATION: --Kept appointment --Arrived on time --Brought needed materials i.e. observation notes --Ended appointment on schedule		
2. COMMUNICATION: --Gave positive feedback --Stated suggestions clearly --Responded to and encouraged questions		

TEACHER WORKSHOPS

Introduction to BOHST and Detective Thinking Workshop . . . 10

Inventor Thinking Workshop 21

Judge Thinking Workshop 30

Talent Identification Workshop 38

Talent Programming Workshop 46

Environment Workshop 57

Introduction to BOHST

and

Detective Thinking Workshop

INTRODUCTION TO BOHST AND DETECTIVE THINKING WORKSHOP

OVERVIEW OF THE WORKSHOP

I. GETTING STARTED		5 MINUTES
II. OVERVIEW OF BOHST		15 MINUTES
III. ADULT DETECTIVE THINKING ACTIVITY		15 MINUTES
IV. MODEL DETECTIVE LESSON FOR CHILDREN		30 MINUTES
DELORES'S STORY	(10 MINUTES)	
ROLE PLAY	(15 MINUTES)	
DISCUSSION	(5 MINUTES)	
V. INTRODUCING GENERAL PROGRAMMING		10 MINUTES
VI. SCHEDULING OBSERVATION/CONSULTATION TIMES		10 MINUTES
VII. WRAP-UP		5 MINUTES

SUMMARY OF MATERIALS TO BE PREPARED AND GATHERED:

1. DETECTIVE BADGE NAME TAGS FOR EACH PERSON AND FELT TIP PEN
2. CHART OF THE STEPS IN THE BOHST PROCESS ON A POSTER, CHALKBOARD, OR OVERHEAD
3. OVERHEAD PROJECTOR AND SCREEN (OPTIONAL)
4. COPIES OF THE WORKSHOP SCHEDULE FOR THE YEAR
5. MEDIUM-SIZED CARDBOARD BOX WITH TREAT INSIDE
6. STORY OF DELORES DETECTIVE AND COLORED POSTER OF DELORES
7. THE MODEL DETECTIVE LESSON AND THE MATERIALS NEEDED FOR IT
8. COPIES OF THE OBSERVATION FORM FOR DETECTIVE LESSONS
9. COPIES OF THE BOHST GENERAL PROGRAMMING MANUAL FOR EACH PERSON
10. SIGN-UP SHEETS FOR OBSERVATIONS AND CONSULTATIONS
11. REMINDER CARDS
12. WORKSHOPS EVALUATION FORMS

PREPARATION CHECKLIST FOR DETECTIVE WORKSHOP:

EVERYONE NOTIFIED OF TIME AND PLACE?____
ROOM SET UP WITH CHAIRS, TABLES, LIGHT, HEAT, ETC?____
ALL MATERIALS GATHERED?____
READ INFORMATION TO BE PRESENTED?_____
REREAD INFORMATION TO BE PRESENTED?_____
REVIEWED ADULT ACTIVITY TO BE PRESENTED?____
REVIEWED CHILD ACTIVITY TO BE PRESENTED?_____
PRACTICED WHOLE WORKSHOP?_____

YES TO ALL?____ THEN YOU ARE READY!!!

BOHST INTRODUCTION AND DETECTIVE THINKING WORKSHOP

INSTRUCTIONS TO THE BOHST TRAINER

Before the Workshop

PURPOSE

The purpose of this workshop is two-fold: to help teachers understand the overall structure of the BOHST project and to prepare them to begin the first part of general programming which involves detective thinking. Teachers will have an easier time using the BOHST materials if they understand the reasoning behind the different parts of the BOHST Program . By introducing the detective lessons from the general curriculum, you will also be giving the teachers a good taste of how BOHST will enrich their teaching.

GETTING READY

Your job in leading this workshop includes the following:

1. Reading through these instructions at least twice and becoming familiar with the supplemental materials.
2. Reading through the Model Detective Lesson and the checklist of Teaching Skills for Detective Lessons several times. Practice the activity. Make sure you are able to demonstrate the model detective activity using all the skills on the teaching checklist.
3. Preparing the following MATERIALS:

For the workshop in general:

- Name tag badges and pins--photocopy or ditto the sample Detective Badges provided. Cut out one for each person attending the workshop.
- Felt tip pen to write names.

For the introduction to BOHST:

- Chart of the steps in the BOHST process--use a chalkboard, an overhead, or poster to make a large chart of the sample model (included at the end of this workshop).
- BOHST workshop schedule for the year (a sample schedule is included at the end of this workshop--you will need to prepare your own schedule with specific dates indicated for each workshop).

For the adult activity:

- A medium-sized cardboard box with a lid.
- One or more donuts per person placed in the box as your mystery surprise.

For the role play of the Model Detective Lesson for children:

- The story about Delores Detective (in your General Programming manual).
- A colored poster of Delores Detective (a black and white poster which can be colored is included in your General Programming manual).
- The Model Detective Lesson (in your General Programming manual).
- Copies of the Observation Form for Detective Thinking.
- Materials for the Model Detective Lesson for children (pick any five of the following):

plastic shovel and pail
watering can
unblown balloon
paint brush
pair of mittens
towel
salt and pepper shakers
crayon
rolling pin
potato masher or peeler
toy airplane
hairbrush
blocks
doll
cup
ball
squirt gun
shoe
belt
small pillow

For the introduction to general programming:

- Copies of the BOHST General Programming manual--one for each participant and for yourself.

For scheduling observations and consultations:

- Copies of the Observation/Consultation Sign-Up Sheet indicating available dates and times (a sample Observation/Consultation Sign-Up Sheet is included with the forms in the Administrative section of this manual).
- Reminder Cards for the participants (sample Reminder Cards are included with the forms in the Administrative section of this manual).

For wrap-up:

- A Workshop Evaluation form for each participant.

At the Workshop

I. GETTING STARTED

As people arrive

Give all the participants detective badge nametags and have them print their names on them.

When people are seated

If everyone does not know everyone else, take time for introductions. Be sure to introduce yourself.

Explain that the workshop will have two parts. In the first part you will be telling the participants about the BOHST project in general and will give them a chance to ask questions about how the whole year will work.

In the second part, the participants will be trying an adult activity to see how well their own detective powers work and to learn how to teach detective activities to children. They will also have a chance to observe you during a role play of a detective lesson and to use a checklist of skills important to teaching detective activities.

At the end of the workshop, each teacher will schedule:

--a time for you to come and watch a detective activity in the classroom
--and a time to discuss the activity.

Before going on, ask if anyone has any questions about today's workshop.

II. OVERVIEW OF BOHST--THE BIG PICTURE

Explain that you are going to spend 10 or 15 minutes giving everyone some general information about BOHST and what the training will look like over the year. Put up the chart that outlines the overall structure of the BOHST project.

Here is a list of the information to be shared:

1. BOHST stands for Bringing Out Head Start Talents and was developed at the University of Illinois through a grant from the Administration for Children, Youth and Families. Dr. Merle B. Karnes was the director of this project during the 1984-1985 school year, and since then the materials from this project have been sent to Head Start programs all over the country. The BOHST project has been designed specifically for Head Start teachers, children, and parents.

2. The major purpose of the BOHST project is to help the Head Start programs identify and work with children who have potential talents or gifts. By participating in BOHST, teachers can expect the following benefits:

   --learning to look at all children in more positive ways
   --working with all the children to develop their thinking skills

--learning a system of selecting children with potential talents
--working with the selected children to develop that talent area
--having an opportunity to work with parents to enhance all children's thinking skills and the talents of the identified children.

3. BOHST has three major parts: general programming, identification, and talent programming. Parent participation is an important part in each of these steps.

4. The first part, called general programming, is designed for all Head Start children. The purpose of general programming is to give all the children a chance to develop and demonstrate their talents as well as to practice important higher level thinking skills. The first three workshops, including this one, will involve training in general programming. Each of the general programming workshops focuses on a different type of higher level thinking skill. After each of these workshops, the trainer will be observing each teacher to see how they are doing with teaching the materials. In addition, the trainer will schedule a conference with each teacher to talk about the observation and to answer any questions the teacher may have about this segment of the program.

   A workshop on general programming will also be presented to all the parents of the Head Start children. Either you, the teacher, or a parent coordinator will present the workshop. Each parent will receive a general programming activity booklet to use in the home.

5. Identification is the second major part of the BOHST process. Head Start teachers, along with Head Start parents, will be asked to provide information with which to identify those children who have possible talents in one of the nine areas. The teachers will attend one workshop on identification, complete a Teacher Checklist about the children in their classroom, distribute and score a checklist from each parent, and meet for a Talent Staffing with you and any appropriate ancillary staff members. Prior to the Talent Staffing, you will observe the children with potential talent in the classroom. These children will be discussed at the staffing where a final determination will be made of which children are identified.

6. The third major part of the BOHST program is called talent programming. After the children are identified, the teachers will receive training in how to work with the potentially talented children. Two workshops are involved in talent programming--one focuses on implementing the talent curriculum, and one focuses on the classroom environment. After each workshop each teacher will be observed and will meet with you to discuss the observations. In addition, you will meet with each teacher to assist them in developing an individual Talent Education Plan (TEP) for each identified child.

   In addition, the parents of the identified children will receive training in working with their children and will be given booklets of materials to do with their children at home. Again, this parent workshop will be presented by you, the teacher, or a coordinator.

7. To assist with the identified child's transition to public school, the teachers will complete a form on each identified child at the end of the year. These forms will be forwarded to the public school that each child will be attending the next year.

Essentially that's the big picture. Summarize the following important points for the teachers to remember:

--there are three main parts to the BOHST program--general programming, identification, and talent programming.
--the teachers will be attending six workshops.
--each teacher will be observed six times throughout the year and will meet with the trainer after each observation (one of these observations--after the Talent Identification workshop--will focus on the potentially talented children, not the teacher).
--additional meetings with the trainer will be scheduled to discuss the final identification of the talented children (Talent staffing) and to plan an individual TEP for each identified child.

Stop and ask if anyone has any questions about what they will be doing during this BOHST training year. Distribute copies of the workshop schedule for the year.

III. ADULT DETECTIVE THINKING ACTIVITY

Introduction

Explain that the remainder of this workshop will focus on detective thinking, the first kind of higher level thinking emphasized in general programming. The participants will have a chance to try out their detective skills and to learn how to introduce detective thinking to children. Then they will either participate in or observe a roleplay of a detective activity for children.

Give the teachers the following information about detective thinking before beginning the adult activity:

1. Detective thinking involves paying attention to clues and then coming up with the one right answer. Detective thinking is also called convergent productive thinking in J.P. Guilford's Structure of the Intellect model, which is where all three kinds of thinking covered in general programming are taken. It is called detective thinking--because that is easier to remember and because a detective might do this kind of thinking as part of his or her job.

2. Detective thinking is often used in school. Examples of this kind of thinking are answering riddles, decoding an unknown word, and solving a story problem in math. Detective thinking involves coming up with the one right answer.

3. In BOHST, a story and a poster of a detective character, named Delores Detective, are used to introduce this kind of thinking to the children. Put up the poster of Delores. Note that a story and a poster are also used to introduce the two other kinds of thinking that are a part of general programming.

The Activity Itself

Tell the participants that they are going to be involved in a detective activity that is geared for adults. Point out why you are having the participants do this--by trying out a detective activity, the teachers will get an idea of how thinking like a detective feels. Tell them that this activity involves working together as a group to guess what is inside a mystery box.

Below is an outline of directions for leading the adult detective activity:

1. Take out the mystery box with the surprise treats inside.

2. Describe the activity:

   - This is a game to guess what is in the box.
   - They may only ask for clues or information about what's inside the box.
   - They can only ask yes/no questions.
   - They cannot guess what is in the box until the end.

3. Begin the activity:

   - Give the first clue--"It fits in the box."
   - Encourage everyone to ask questions that give them clues as to what's inside (Is it soft? Do you use it in the kitchen? Is it made of metal?)
   - If people offer guesses of what it is, remind them to only ask for clues.
   - Remind them to only ask questions that can be answered by "yes" or "no".

4. After everyone has had at least one chance to ask for a clue, give the participants a chance to guess what is in the box.

   - Have everyone jot down their guess on the corner of their notepad.
   - Have everyone read their guess aloud.
   - Open the box and show them the surprise treat.
   - Share the treat with everyone.

Discussion

Ask the teachers to talk about the kind of thinking they used in the activity. Point out that they had several pieces of information and tried to put them together to arrive at one right answer. Explain that the same kind of thinking is required in the children's detective lessons. However, in order to gear the activities to their level, the children are given the clues and need only to guess the answer.

IV. MODEL DETECTIVE LESSON FOR CHILDREN

Introduce the teachers to the detective thinking lessons for the children. Say, "You have now had a chance to experience detective thinking through the mystery box activity. Now let's look at the BOHST materials that you will be using in teaching the children about detective thinking."

Hold up a copy of the manual, General Programming: Detective, Inventor, and Judge Thinking. Show the teachers where the poster of Delores is kept in the notebook. Point out that the story you are going to read is at the beginning of the Detective Thinking section. Explain that the lesson you are going to role play is the Model Detective Lesson. The other lessons in the detective section are very similar to this lesson.

Explain that the other two sections--inventor and judge thinking--will be discussed in other workshops.

Tell the participants that you will be giving them copies of this whole curriculum before the end of the workshop.

Delores's Story

Before reading the story about Delores, explain that the teachers will be using the story in their classroom to introduce detective thinking to their children. Each teacher will have a poster of Delores to color and use with the children.

Read the story with feeling. Use the hand gestures to put on the badge and turn up your collar. Have the teachers use these gestures too.

Explain the reason why the story and the character are important--the story introduces the idea of thinking like a detective. By identifying with Delores, the children will know how a good detective works. The hand gesture cues the children about what is expected—that now it is time to think like a detective.

Each time the children do one of these activities, the teacher should introduce it as a detective lesson. In this way, the teacher and the children will have the same label for this kind of thinking.

Role Play of the Detective Activity

Hand out a copy of the OBSERVATION FORM FOR DETECTIVE LESSONS to each participant. Point out that this form, with teaching hints included, and is also found in the General Programming manual that they will soon receive. Go over the skills on this list. Tell them again that this is what you will be observing when you come to visit. Explain that you want them to use this list to watch you teach the model lesson. Suggest that they mark down examples of each skill as they observe.

You will be teaching the model detective activity to a group of three teachers who have volunteered to play the children. The rest of the participants will be watching and using the observation form.

Ask for three volunteers to play the children. Have them come to the front and sit in chairs facing you.

Take out the materials you need for this activity. These materials are listed in the General Programming manual and are repeated in the materials list for this workshop.

Teach the model detective activity, following the directions in the General Programming manual. Use a lot of enthusiasm and treat the volunteers as you would children. Make sure to do all the things on the list of teaching skills that the teachers are using to observe you.

Discussion

Go back over the Observation form for Detective Lessons. Ask the teachers to give examples for each of the skills listed. Ask them if there are any that you missed. Indicate how you might improve your teaching of this kind of activity the next time.

Ask the teachers to put a star next to the skill they feel will be the easiest for them to do.

Ask the teachers to put a square next to the skill they feel will be the hardest for themselves to do.

V. INTRODUCING THE GENERAL PROGRAMMING MANUAL

Give the participants a copy of the manual, GENERAL PROGRAMMING; DETECTIVE, INVENTOR, AND JUDGE THINKING ACTIVITIES. Give them a chance to look through it. Point out the following features:

1. The manual is divided into three parts. The first part contains the detective activities; the second part includes the inventor activities; and the last section contains the judge activities.

2. At the beginning of the Detective Section of the General Programming manual, there is an introduction that they should read. There is also a copy of the form, Teaching Skills for Detective Lessons, which they used during the role play, only this version includes hints for applying the teaching skills.

3. On the next page in the manual is the story about Delores Detective for them to share with the children. The picture of Delores is included in the pocket at the end of the section. They should color this picture before reading the story to the children.

4. Now have the participants look at the lessons themselves. Point out that all the lessons in each section follow the same outline as the model lesson. Once they are comfortable with one detective lesson, the others will be easy to do.

5. Explain that the steps are on the left side and more detailed information is on the right. The words in italics are the words to say to the children.

6. Explain that it's a good idea to read a lesson over two or three times before teaching it, although the teachers don't have to memorize the lesson. They may want to have the book in front of them while they are teaching to help remind them what to do and say. Of course, they should use their own words and style of teaching.

7. Since the participants have only looked at and discussed the detective activities, they will need to bring the General Programming manual to the next two workshops, which will cover inventor and judge thinking, respectively.

VI. SCHEDULING OBSERVATION/CONSULTATION TIMES

Pass around the OBSERVATION/CONSULTATION SIGN-UP SHEET. Make sure that you have indicated the days and times that you are available. (You could cross out any time you are not available or circle with colored marker times that you are available.) Have each teacher choose a time both for you to come and observe and for a half-hour consultation. If possible, the teachers should sign up for a conference on the same day as your observation.

Make sure they understand what you will be watching and doing--

--They may pick any detective activity for you to watch.
--You will be using the same observation sheet that they used during the workshop.
--Afterwards you and the teacher will be discussing how it went and some ways to improve during the consultation.

Give each teacher a REMINDER CARD to complete and take with them. (Sample Reminder Cards are included in the Administrative section of this manual).

VII. WRAP-UP

Before ending, go back over what you have done--

--The participants heard about the BOHST project and how it will work over the whole year, including six teacher workshops, four or five classroom observations and consultations, and two additional meetings (i.e., Talent Staffing and TEP meeting).

--They tried their hand at a detective activity to get an idea of how detective thinking feels.

--They heard a story about Delores Detective and learned the hand movement she uses.

--They saw a role play of a detective lesson and had a chance to observe using the Observation Form for Detective Lessons.

--They had a chance to look through the General Programming manual.

--They each set an appointment with you to come and observe them teaching a detective lesson. They will be meeting with you afterwards to discuss how it went

Distribute the WORKSHOP EVALUATION forms (a sample Workshop Evaluation form is included in the Administrative section of this manual). Ask the participants to complete and return the forms before they leave.

After the Detective Workshop

1. Visit each of the teachers at the time for which they signed up. Try to arrive about five minutes early and ask for a space in the room from which you will be able to sit and watch without disturbing the group.

2. Take the following items to the observation:

   --the GENERAL PROGRAMMING manual
   --an OBSERVATION FORM FOR DETECTIVE LESSONS
   --an OBSERVATION/CONSULTATION EVALUATION form (a sample evaluation form is included in the Administrative section of this manual).

3. While watching the teacher, fill out the Observation Form. Focus on writing down what the teacher is doing well. Add specific comments and examples. If the teacher is having difficulty with a skill write down some suggestions.

4. Remind the teacher about the consultation before you leave the classroom. Thank the teacher for letting you watch and say something positive about what you saw.

5. At the consultation, share the information on your Observation Form for Detective Lessons. Give the teacher a copy of your observation.

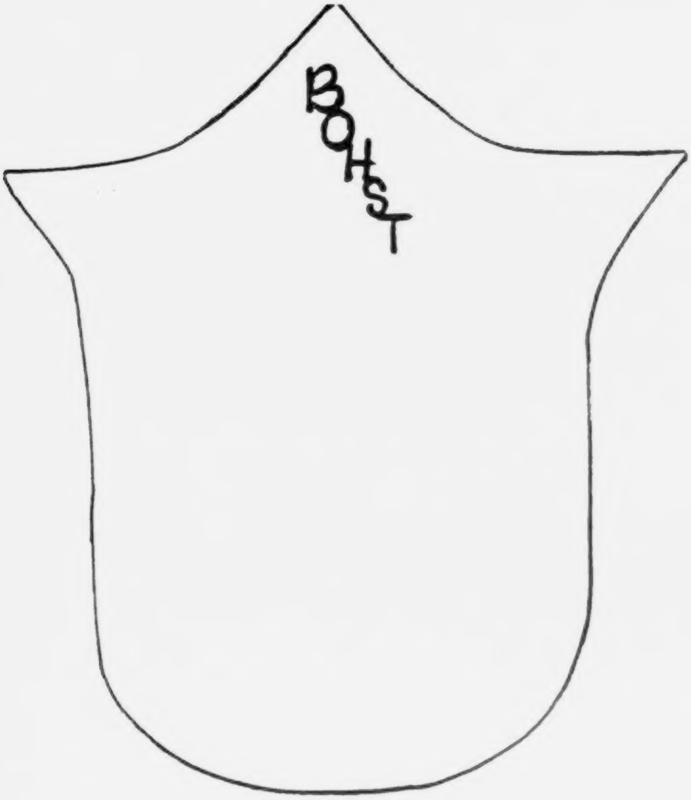
6. Remind the teacher about date, place, and time of the Inventor Thinking Workshop. Make sure the teacher knows to bring the General Programming manual to the workshop.

7. At the end of the consultation, ask the teacher to complete and return to you an OBSERVATION/CONSULTATION EVALUATION form.

Introduction to BOHST and Detective Thinking Workshop

Overheads and Handouts

- Detective Badge Nametags
- Sample BOHST Workshop Schedule
- Steps in the BOHST Process
- Observation Form for Detective Lessons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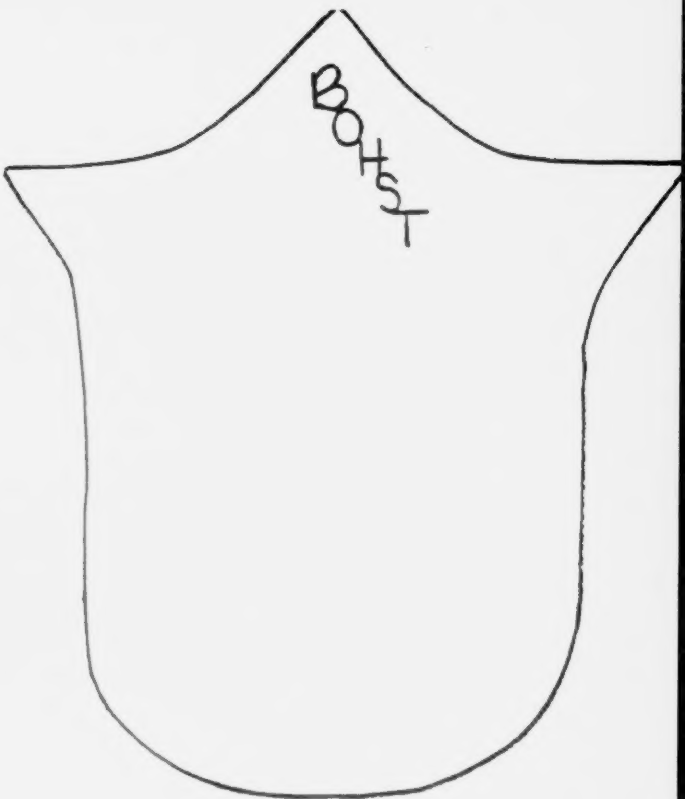
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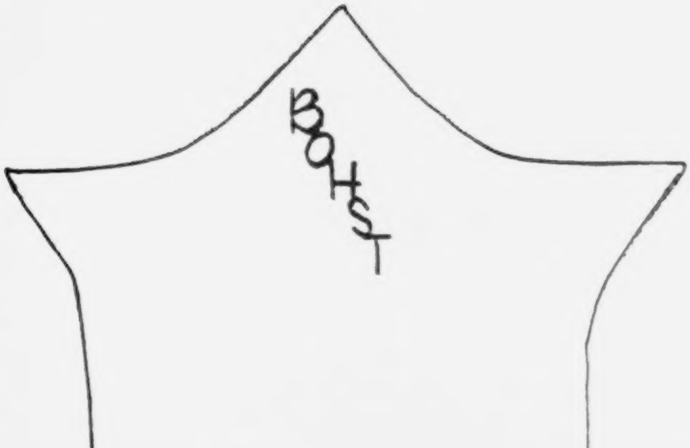
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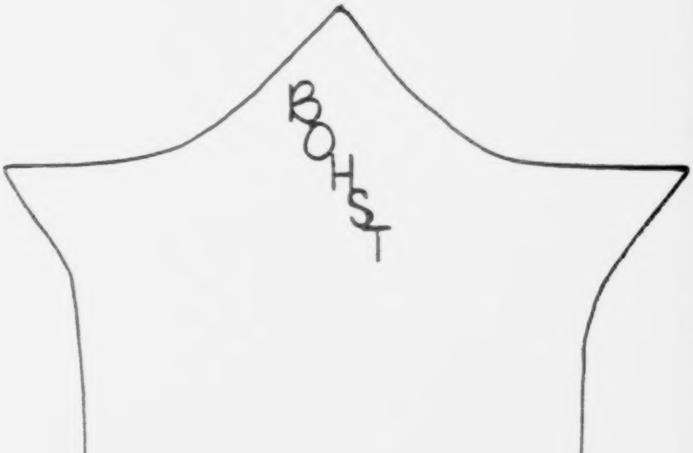

BOHST

SAMPLE

BOHST Workshop Schedule

Date	Workshop
1st or 2nd Week of September	Introduction to BOHST and Detective Thinking Workshop
1st or 2nd Week of October	Inventor Thinking Workshop
1st or 2nd Week of November	Judge Thinking Worhshop
3rd or 4th Week of November	General Programming Workshop for All Head Start Parents: Detective, Inventor, and Judge Thinking for the Home
1st or 2nd Week of December	Talent Identification Workshop
2nd or 3rd Week of January	Talent Programming Workshop
1st or 2nd Week of February	Workshop for Parents of the Identified Children: Talent Programming for the Home
1st or 2nd Week of March	Classroom Environment Workshop

SAMPLE CHART

STEPS IN THE BOHST PROCESS

STEP 1: GENERAL PROGRAMMING

- -DETECTIVE THINKING (CONVERGENT)
- -INVENTOR THINKING (DIVERGENT)
- -JUDGE THINKING (EVALUATIVE)

STEP 2: TALENT IDENTIFICATION

- -TEACHER CHECKLIST
- -PARENT CHECKLIST
- -TALENT STAFFING

STEP 3: TALENT PROGRAMMING

- -ASSESSMENT RECORD
- -TALENT ACTIVITIES
- -TALENT EDUCATION PLAN
- -END-OF-THE-YEAR TALENT REPORT

OBSERVATION FORM FOR DETECTIVE LESSONS

Date: ____________ Teacher: ____________

Activity: ____________ Observer: ____________

Skills	Observed	Comments and/or Suggestions
1. Gather all necessary materials before beginning.		
2. Use materials that are familiar to the children.		
3. Set the activity up so all can see and hear.		
4. Present the activity with interest and enthusiasm.		
5. Use a "buzz phrase" so the children know what's expected of them.		
6. Give a general clue first; give more specific clues as needed.		
7. Give the children time to think about each clue.		
8. Praise the child for the correct answer.		
9. Acknowledge a thoughtful response even if it is incorrect.		
10. Encourage the child to wait until called on to answer.		
11. Adjust to individual children's varied abilities throughout the lesson.		
12. Get the children directly involved whenever possible.		

Inventor Thinking Workshop

INVENTOR THINKING WORKSHOP

OVERVIEW OF THE WORKSHOP

I. GETTING STARTED		5 MINUTES
II. ADULT INVENTOR THINKING ACTIVITY		30 MINUTES
III. MODEL INVENTOR LESSON FOR CHILDREN		30 MINUTES
IVAN'S STORY	(5 MINUTES)	
ROLE PLAY	(15 MINUTES)	
DISCUSSION	(10 MINUTES)	
IV. SCHEDULING OBSERVATION/CONSULTATION TIMES		10 MINUTES
V. WRAP-UP		10 MINUTES

SUMMARY OF MATERIALS TO BE PREPARED AND GATHERED:

1. CHART OF THE STEPS IN THE BOHST PROCESS
2. ONE UTENSIL FOR EACH SMALL GROUP
3. LARGE PAPER AND MARKER FOR EACH SMALL GROUP
4. RULES OF BRAINSTORMING HANDOUTS
5. ASPECTS OF CREATIVITY HANDOUTS
6. OVERHEAD PROJECTOR AND SCREEN
7. OVERHEAD ON ASPECTS OF CREATIVITY
8. STORY OF IVAN AND COLORED POSTER OF IVAN
9. OBSERVATION FORMS FOR INVENTOR LESSONS
10. THE MODEL INVENTOR LESSON AND THE MATERIALS NEEDED FOR IT
11. SIGN-UP SHEET FOR OBSERVATIONS AND CONSULTATIONS
12. REMINDER CARDS
13. WORKSHOP EVALUATION FORMS

INVENTOR THINKING WORKSHOP

INSTRUCTIONS TO THE BOHST TRAINER

Before the Workshop

PURPOSE

The purpose of this workshop is to prepare the teachers to implement the second part of BOHST General Programming--inventor thinking. By practicing inventor thinking themselves and learning about the different aspects of creativity, the teachers will better understand what inventor thinking is.

GETTING READY

Your job in leading this workshop includes the following:

1. Reading through these instructions at least twice and becoming familiar with the supplemental materials.

2. Practicing the Model Inventor Lesson so that you are able to demonstrate all the skills listed on the Teaching Skills for Inventor Lessons (found at beginning of the Inventor section of the General Programming manual).

3. Preparing the following MATERIALS:

   For the getting started section

   - Chart of the steps in the BOHST process (the chalkboard, overhead, or poster used in the first workshop).

   For the adult inventor thinking activity:

   - An interesting utensil (enough duplicates so each small group can have one, if possible).
   - Large piece of paper and marker for each small group.
   - Rules of Brainstorming handout, one for each participant.
   - Aspects of Creativity handout, one for each participant.
   - Overhead projector and screen plus the overheads on the Aspects of Creativity.

   For the role play of the Model Inventor Lesson for children:

   - The story about Ivan Inventor (from the General Programming manual).
   - A colored poster of Ivan Inventor (a black and white poster which can be colored is included in the General Programming manual).
   - Copies of the Observation Form for Inventor Lessons, one for each participant.
   - The Model Inventor Lesson (from the General Programming manual).
   - Materials for the Model Inventor Lesson--a familiar object and a chalkboard and chalk or large paper and marker.

For scheduling observations/consultations:

- Copies of the Observation/Consultation Sign-Up Sheet indicating available dates and times (a sample form is included in this manual).
- Reminder Cards for the participants (sample cards are included in this manual).

For wrap-up Section:

- A Workshop Evaluation form for each participant.

At the Workshop

I. GETTING STARTED

Briefly review what you talked about in the first workshop--the overview of the BOHST process and the first segment of General Programming, detective thinking. Put up the chart of the BOHST process so people can again see how it all fits together. Point out on the chart what the participants have learned about so far (detective thinking) and what they will be learning about at this workshop (inventor thinking).

Tell about some of the positive things you saw when you observed detective lessons in the classrooms. Discuss any general problems or concerns.

Explain that this workshop will be similar to the detective thinking portion of the first workshop, only the focus will be on inventor thinking. The teachers will be trying out an adult inventor activity and will be learning how to teach inventor thinking to children. You will be roleplaying an inventor lesson for children while the teachers observe using a checklist of teaching skills for inventor lessons. At the end of the workshop you will be setting up appointments both to observe each teacher presenting an inventor lesson and to discuss your observations and suggestions.

II. ADULT INVENTOR THINKING ACTIVITY

Introduction

Before you begin the adult activity, give the teachers the following information about inventor thinking:

1. Inventor thinking is also called divergent productive thinking in J.P. Guilford's Structure of the Intellect model. It is quite different from detective thinking. In detective thinking, one puts together information to come up with the right answer. In inventor thinking, there is no one right answer; instead one thinks of a great number of possible solutions or ideas.

2. Inventor thinking is closely tied to creativity and involves stretching the imagination to think of even wild or far-out ideas. It is the kind of thinking an inventor might use to come up with a new idea or product. The character, Ivan Inventor, and a story about him are used to introduce this type of thinking to the children.

3. Inventor thinking is an important skill for children (or adults) to develop. In order to solve problems successfully we must first be able to brainstorm or think up a great number of possible solutions or ideas. The more ideas we generate the more likely we are to come up with a workable solution. Solving our own problems also contributes to a feeling of independence and self-confidence.

The Activity Itself

Explain to the participants that you want them to be inventors in the next activity and so some brainstorming. Before beginning the activity, distribute the handout on RULES OF BRAINSTORMING and review each rule. Emphasize that the goal of brainstorming is to really stretch the imagination and to come up withh all the ideas one can, no matter how crazy or wild.

Below is an outline of the directions for leading the adult inventor activity:

1. Take out the materials for the adult inventor thinking activity: an interesting tool or utensil (preferably enough duplicates so each group can have one), large paper and marker for each group.

2. Have the participants divide into small groups of 3-5 people. Give one person in each group a large sheet of paper and a marker--he/she will be the recorder for the group's ideas.

3. Introduce the activity by explaining to the participants that you want them to try some inventing or brainstorming. Have them pretend to be visitors from another planet. During their visit, they come across this strange object (hold up the utensil). Since they have never seen one before, you want them to come up with as many uses for the object as they can. Encourage creativity and originality. Stress to the recorder that their job is to write down every idea given by their group without judging.

4. If you have enough duplicates, give an object to each group; otherwise let them pass the object around from group to group. Give the groups five minutes to brainstorm, then tell them to stop.

5. Compare the number of responses that each group produced. "The number of ideas you came up with is a measure of how fluent you are. Fluency, or the ability to come up with a large number of ideas, is an important aspect of creativity."

6. "Now I want you to stretch your imaginations even further. I'll give you two more minutes to invent even more uses for the object." Have each group continue recording ideas for two minutes, then ask them to stop.

7. Ask each recorder to read aloud their group's entire list of ideas. Have the other groups check off their list any ideas that they have in common. "All the ideas not crossed off are the truly unique ideas, the ones that no one else thought of. These are the original ideas. Originality is another important aspect of creativity."

8. "Another aspect of creativity is flexibility . To check your group's flexibility, you need to look at how many different categories your ideas fall into." You could have each group informally review their list for categories or write a list of categories on the chalkboard and have them count the number of categories represented by their ideas.

   Some sample categories you might include are these: tool, cooking utensil, food, decoration, cleaning device, jewelry, imaginary item, musical instrument, sports equipment, toy, weapon, household tool, furniture, or grooming item.

9. "A final characteristic of creativity is elaboration or adding detail to an idea or product. There is no way to measure elaboration in this activity, but you may have noticed that some people in your group simply stated their ideas, whereas others gave detailed descriptions of what their idea might look like or how it might work. That would be an example of elaboration.

Discussion

Praise the teachers for their efforts as inventors.

Ask the teachers to talk about the kind of thinking they used in this activity.

Discuss how inventor thinking is different from the kind of thinking they practiced at the detective thinking workshop. Point out that in contrast to detective thinking, which involves putting together several pieces of information to arrive at a right answer, inventor thinking involves broadening the imagination and thinking of alternate possibilities.

Review the four aspects of creativity, using the overheads on ASPECTS OF CREATIVITY. Distribute the handout on ASPECTS OF CREATIVITY. Emphasize that one aspect of creativity is not better than another, just different. As teachers it is important that we encourage the development of all aspects of creativity.

III. MODEL INVENTOR LESSON FOR CHILDREN

"Now that you have had a chance to practice inventor thinking, we're going to look at the BOHST materials for teaching children about this same kind of thinking."

Have the participants turn to the Inventor Thinking section of the General Programming manual.

Explain to the teachers that like the detective thinking section, this section on inventor thinking includes a brief introduction, a story and poster about the mascot character (Ivan Inventor), a checklist of teaching skills, a model lesson, and nine additional lessons to do with the children in the classroom.

Explain that in order for the teachers to become more familiar with inventor thinking and to learn more about how to present inventor lessons, they will listen to the story about Ivan Inventor, then role play an inventor activity.

Ivan Inventor's Story

Tell the teachers that they will be using this same story to introduce Ivan Inventor to the children in their classroom. Also included is a poster of Ivan which they can color and use along with the story.

Read the story with feeling. Use the hand gestures indicated in the story and have the teachers use the gestures, too.

Explain that as with detective thinking, the story and the character are important to introducing the idea of inventor thinking. The story helps the children learn about what an inventor does. The hand gestures cue the children into what type of thinking is expected of them.

Each time the children do one of these activities, the teacher should introduce it as an inventor lesson and show the children the poster of Ivan Inventor. In this way, both the teacher and the children will have the same label for this kind of thinking.

Roleplay the Model Inventor Lesson

1. Hand out a copy of the OBSERVATION FORM FOR INVENTOR LESSONS to each participant. Point out that this same form, including some additional hints, is included in the General Programming manual. Tell the teachers again that this is the form you will use when observing their inventor lesson in the classroom. Explain that you want the teachers to use this form when they watch you teach the model lesson.

2. Ask for three volunteers to play the children. Have them come to the front and sit in chairs facing you.

3. Teach the Model Inventor Lesson, following the directions in the General Programming manual. Make sure to demonstrate all the skills on the Observation Form for Inventor Lessons.

Discussion

Review the observation form again, asking the teachers to give examples for each of the skills listed. Discuss any improvements that might be made in teaching this lesson.

Ask the teachers to put a star next to the skill which they feel will be the easiest for themselves to do.

Ask the teachers to put a square next to the skill which they feel will be the hardest for themselves to do.

IV. SCHEDULING OBSERVATION/CONSULTATION TIMES

Explain that each teacher needs to schedule two appointments with you. One time for you to come and observe them presenting an inventor lesson to their class and another time for a conference to discuss the lesson. It is best if the conference can be scheduled for the same day or soon after the observation. Pass around the OBSERVATION/CONSULTATION SIGN UP SHEETS. Be sure that you have indicated the days and times that you are available.

Make sure the teachers understand what you will be watching and doing--

--They may pick any inventor lesson for you to watch.
--You will be using the same Observation Form for Inventor Lessons that they used during the workshop.
--At the conference you and the teacher will be discussing how the lesson went and ways to improve it.

Give each teacher a REMINDER CARD to complete and take with them.

VI. WRAP-UP

Review what you did in this workshop--

--The teachers did some inventor thinking themselves by brainstorming possible uses for an object.

--The teachers learned about the four aspects of creativity--fluency, flexibility, originality, and elaboration.

--The teachers heard a story and learned the characteristic hand movement of Ivan Inventor, the mascot for inventor thinking.

--Some teachers participated in a role play of the Model Inventor Lesson, while some observed using the Observation Form for Inventor Lessons.

--The teachers each scheduled appointments for an observation and a consultation about an inventor lesson.

Explain that the next workshop will focus on judge thinking, the last type of higher-level thinking emphasized in General Programming. Remind the teachers to again bring their General Programming manuals to the workshop.

Answer any questions people may have about this workshop or the next.

Distribute the WORKSHOP EVALUATION forms. Ask the participants to complete and return the evaluation before they leave.

After the Inventor Workshop

1. Visit each of the teachers at the time for which they signed up. Try to arrive about five minutes early and ask for a space in the room from which you will be able to sit and watch without disturbing the group.

2. Take the following items to the observation:

   --the GENERAL PROGRAMMING manual
   --an OBSERVATION FORM FOR INVENTOR LESSONS
   --an OBSERVATION/CONSULTATION EVALUATION form

3. While watching the teacher, fill out the Observation Form for Inventor Lessons. Focus on writing down what the teacher is doing well. Add specific comments and examples. If the teacher is having difficulty with a skill, write down some suggestions.

4. Remind the teacher about the consultation before you leave the classroom. Thank the teacher for letting you watch and say something positive about what you saw.

5. At the consultation, share with the teacher your comments on the Observation Form for Inventor Lessons. Give the teacher a copy of your observations.

6. Remind the teacher about the date, place, and time of the Judge Thinking Workshop. Make sure the teacher knows to bring the General Programming manual to the workshop.

7. At the end of the consultation, ask the teacher to complete and return to you, an OBSERVATION/CONSULTATION EVALUATION form.

Inventor Thinking Workshop

Overheads and Handouts

- Rules of Brainstorming
- Aspects of Creativity
- Overheads of Aspects of Creativity (4)
- Observation Form for Inventor Lessons

RULES OF BRAINSTORMING

1. Record all ideas.

2. No criticism, discussion, or evaluation is allowed.

   We have a natural tendency to judge our own ideas as good or bad before writing or saying them because others may laugh or think us stupid. Deferred judgment of our own as well as others' ideas is essential to the brainstorming process. Creative thinking and evaluative thinking cannot occur very effectively together.

3. Funny or "far-out" ideas are welcomed.

   The wilder the ideas, the better. It is easier to tame a wild idea than to "beef up" a conventional one. Also offbeat, impractical, or silly ideas may trigger a practical breakthrough idea from another person.

4. "Hitch-hiking" or building on one another's ideas is encouraged.

   Remember that about one third of all ideas are based on previous ones.

5. Quantity is the goal.

   The more ideas which are generated, the greater the likelihood that useful, original ideas will be produced.

Aspects of Creativity

These four aspects provide criteria for looking at creativity in children. Encourage them to increase their creativity by providing practice in all four aspects.

1. FLUENCY is the ability to produce *a large number of ideas* in response to a question or problem. This factor is very important because it has been shown repeatedly that the more ideas one can generate, the more likely it is that an excellent, highly original idea will be produced. Always encourage the children to think up as many different ideas as they can; this is by far the most important thing to stress in relation to these activities.

2. FLEXIBILITY is the ability to produce *a wide variety of ideas.* One can be fluent without being flexible in thinking, so that many ideas of the same sort are produced. The ability to shift one's thinking from one category to another is also very important in creative thinking. Variety should be encouraged in these activities: stress that the children make something *different* than they made before.

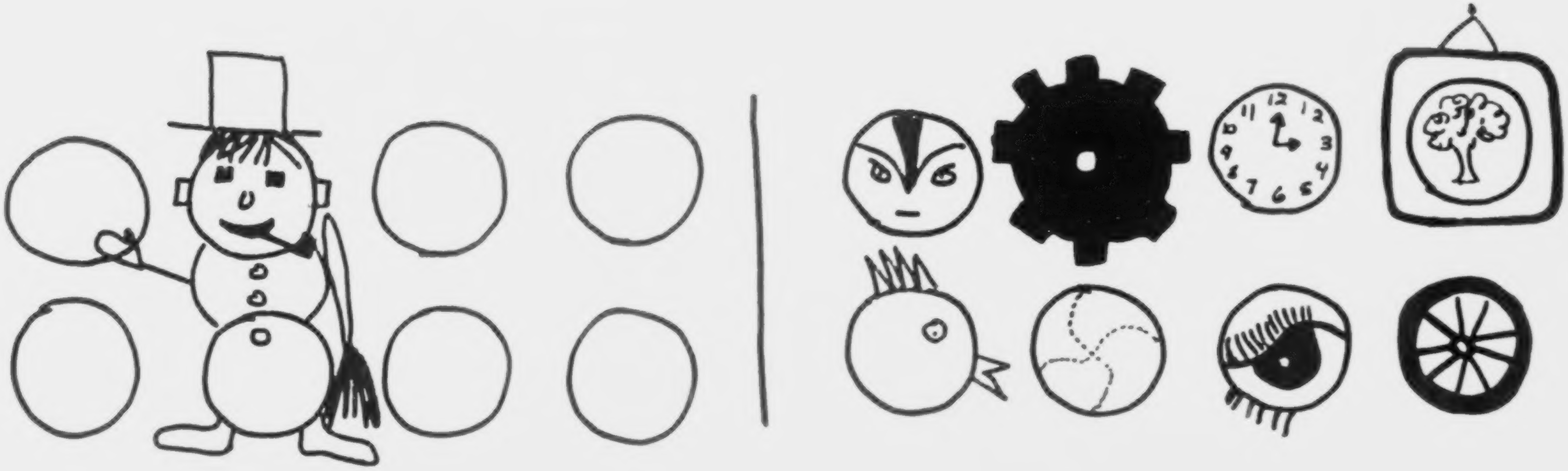
3. ORIGINALITY refers to the *uniqueness of the ideas produced.* Creative solutions often demand unusual ideas, and one should always strive to think of the unordinary. Ask the children to try to think of ideas that no one else will think of.

4. ELABORATION is the ability to *add great detail to an idea or a product.* This factor is important in the creation of original products and ideas, but too much detail should not be stressed at the expense of fluency in activities in which a large number of ideas are called for.

Adapted April, 1982

FLUENCY

"the ability to generate a ready flow of ideas, possibilities, consequences, and actions."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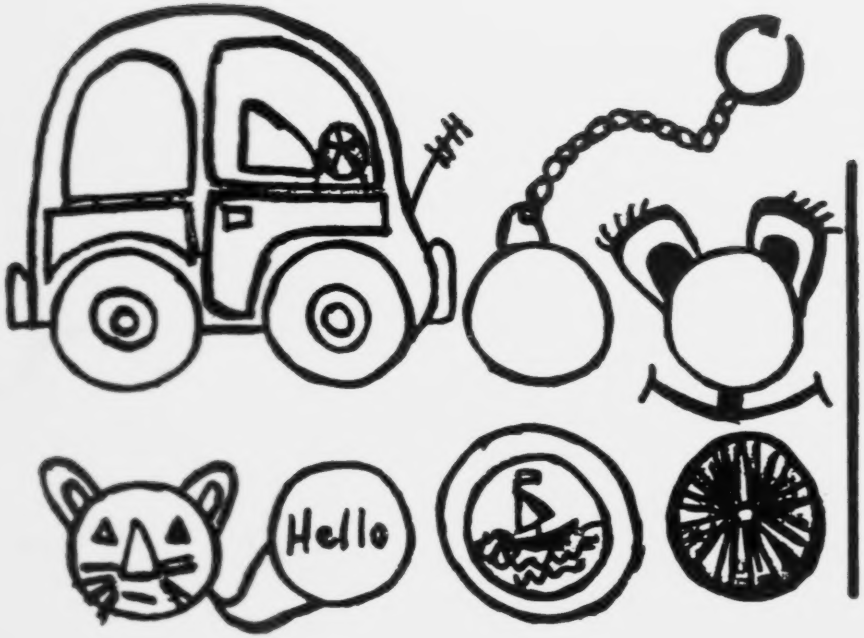
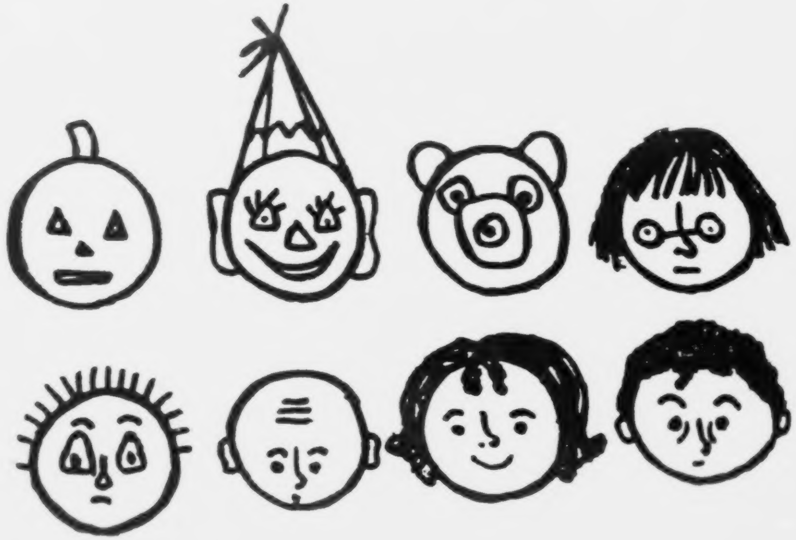
FLEXIBILITY

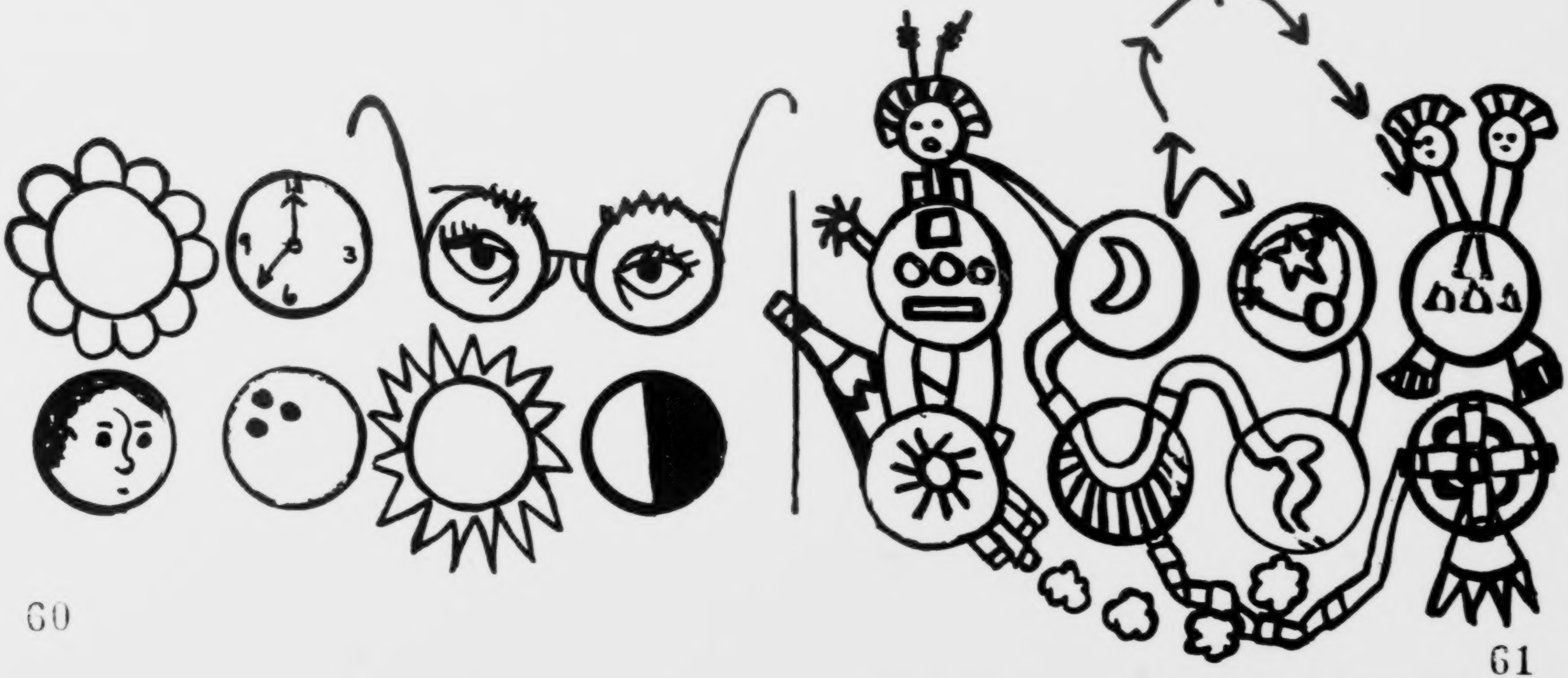
"the ability to use many different approaches or strategies in solving a problem; the willingness to change directions or modify given information."





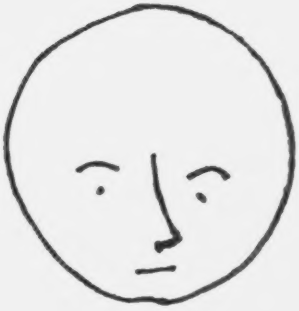
ORIGINALITY

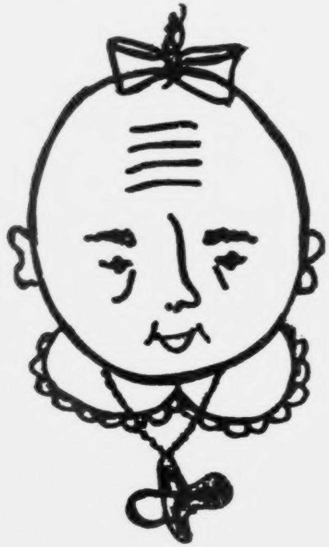
"the ability to produce clever, unique
and unusual responses"



ELABORATION

"the ability to expand, develop, particularize, and embellish one's ideas, stories, and illustrations"





OBSERVATION FORM FOR INVENTOR LESSONS

Date: ____________________ Teacher: ____________________

Activity: ____________________ Observer: ____________________

Skills	Observed	Comments and/or Suggestions
1. Gather all necessary materials before beginning.		
2. Set activity up so all can see and hear.		
3. Present activity with interest and enthusiasm.		
4. Use a "buzz phrase" so children know what's expected of them.		
5. List all the ideas given on a large sheet of paper or on the chalkboard.		
6. Listen to and accept all thoughtful responses.		
7. Avoid making value judgments. Treat all responses equally.		
8. Pause, read back the list and ask for additional responses.		
9. Phrase questions in a different way to encourage additional reponses.		
10. Ask for responses from a majority of the class.		
11. Ask for more information or detail about responses given.		
12. Summarize the class's accomplishments.		

Judge Thinking Workshop

JUDGE THINKING WORKSHOP

OVERVIEW OF THE WORKSHOP

I.	GETTING STARTED		5 MINUTES
II.	ADULT JUDGE THINKING ACTIVITY		30 MINUTES
III.	MODEL JUDGE LESSON FOR CHILDREN		30 MINUTES
	JULIUS' STORY	(5 MINUTES)	
	ROLE PLAY	(15 MINUTES)	
	DISCUSSION	(10 MINUTES)	
IV.	SCHEDULING OBSERVATION/CONSULTATION TIMES		10 MINUTES
V.	WRAP-UP		10 MINUTES

SUMMARY OF MATERIALS TO BE PREPARED AND GATHERED:

1. CHART OF THE STEPS IN THE BOHST PROCESS
2. SNACK POSTER
3. NON-PERMANENT FELT MARKER
4. STORY OF JULIUS AND COLORED POSTER OF JULIUS
5. OBSERVATION FORMS FOR JUDGE LESSONS
6. THE MODEL JUDGE LESSON AND THE MATERIALS NEEDED FOR IT
7. SIGN-UP SHEET FOR OBSERVATIONS AND CONSULTATIONS
8. REMINDER CARDS
9. WORKSHOP EVALUATION FORMS

JUDGE THINKING WORKSHOP

INSTRUCTIONS TO THE BOHST TRAINER

Before the Workshop

PURPOSE

The purpose of this workshop is to prepare the teachers to implement the third and final part of the BOHST general programming curriculum--judge thinking. By practicing judge thinking themselves and learning about the different aspects of decision making, the teachers will better understand what judge thinking is.

GETTING READY

Your job in leading this workshop includes the following:

1. Reading through these instructions at least twice and becoming familiar with the supplemental materials.
2. Practicing the Model Judge Lesson so that you are able to demonstrate all the skills listed on the Teaching Checklist for Judge Lessons (found at the beginning of the Judge section of the General Programming manual).
3. Preparing the following MATERIALS:

For the getting started section:

-Chart of the steps in the BOHST process (from the first workshop).

For the adult judge thinking activity:

-Snack poster (provided with the General Programming manual).
-Non-permanent felt marker.

For the role play of the Model Judge Lesson for children:

-The story about Julius Judge (from the General Programming manual).
-The colored poster of Julius Judge (a black and white poster which can be colored is included in the General Programming manual).
-Copies of the Observation Form for Judge Lessons, one for each participant.
-The Model Judge Lesson (from the General Programming manual).
-Materials for the Model Judge Lesson--the pet poster (provided with the General Programming manual) and a non-permanent felt marker.

For scheduling observations and consultations:

-Copies of the Observation/Consultation Sign-Up Sheet indicating available dates and times (a sample form is included in this manual).
-Reminder Cards for the participants (Sample Cards are included in this manual).

For wrap-up section:

-A Workshop Evaluation form for each participant.

At the Workshop

I. GETTING STARTED

Briefly review what you talked about in the first and second workshop: the overview of the BOHST process and the first and second segments of general programming, detective and inventor thinking. Put up the chart of the BOHST process so people can again see how it all fits together. Point out on the chart what the participants have learned about so far, detective and inventor thinking. Review each type of thinking, making sure the participants clearly understand each. Detective thinking involves putting together information or clues to come up with one right answer, the kind of thinking Delores Detective does when she looks for clues to solve a mystery. Inventor thinking involves brainstorming as many ideas or things as possible. This is the kind of thinking that Ivan Inventor does when he's creating new things for his laboratory.

Tell about some of the positive things you saw when you observed inventor lessons in the classrooms. Ask the teachers to share with the group any hints or problems they had with presenting these lessons.

Explain that this workshop will be similar to the detective and inventor thinking portions of the other workshops, only the focus will be on a third type of higher level thinking, judge thinking. The teachers will be trying out an adult judge activity and will be learning how to teach judge thinking to children. You will be roleplaying a judge lesson for children while the teachers observe using a checklist of teaching skills for judge lessons. At the end of the workshop you will again be setting up appointments both to observe each teacher presenting a judge lesson and to discuss your observations and suggestions.

II. ADULT JUDGE THINKING ACTIVITY

Introduction

Before you begin the adult activity, give the teachers the following information about judge thinking:

1. Judge thinking involves looking at specific considerations or criteria and then selecting the best option. Judge thinking is also called evaluative thinking in J.P. Guilford's Structure of the Intellect model. It is unlike detective thinking where there is one right answer, or inventor thinking where the goal is a large number of different responses. In judge thinking there is no one right answer, but there is only one or maybe a few choices which are the best based on the considerations.

2. As adults, we use judge thinking every day when deciding what to wear, what to have for supper, or whom to vote for. Before making a decision on what to wear in the morning, we might consider our mood, the weather, what clothes are clean, or where we will be going. Children need help in understanding the importance of applying considerations when making decisions. Good decision-making is a valuable life skill. We want children to learn to make choices based not just on personal whim--their likes and

dislikes--but on careful application of a set of considerations.

3. Julius Judge is the character who symbolizes this type of thinking. Like any good judge, Julius is fair and impartial, carefully weighing the considerations before deciding on the very best solution to a problem. A story and poster of Julius is also used to introduce this kind of thinking to the children.

Ask if anyone has any questions on the definitions of the three types of thinking.

The Activity Itself

Tell the participants that they are going to be involved in a judge activity. The purpose of the activity is for them to better understand the process of judge thinking by practicing it themselves.

Below is an outline of the directions for leading the adult inventor activity:

1. Gather your materials together--the snack poster and a non-permanent felt marker.

2. Tell the participants, "I'm going to describe a problem to you and I want you to use your judgment in thinking of a solution. Let's say that you're walking with your class to the park. You've decided to eat a snack there, too. But you must decide what food you should take for a snack." Show the group the snack poster and identify each item pictured.

3. Tell the teachers, "Your first consideration is that the snack be easy to carry." Cross out any snacks which the group feels are inappropriate based only on that one consideration.

4. Next say to the teachers, "The snack must be easy to eat." Again, cross out any snacks which the group feels are inappropriate.

5. Tell the teachers their next consideration, "You want the children to eat a snack that will be nutritious. Look at the possible snacks you have left. Which ones would you eliminate because they are not nutritious?" Cross out any items the participants feel are not nutritious.

6. Tell the participants, "Your last consideration is that the snack must be reasonably priced." Cross out any of the leftover snacks that are too costly.

7. Now review the snacks that were not crossed off. There may be as many as four left or as few as one. Remind the teachers that there is no one right answer; three or four snacks may fit all the considerations. The final decision can be based on personal preference. Also you might note that application of the considerations could vary from person to person. For example, one teacher may feel that cheese and crackers is an expensive snack, while another teacher, whose school receives free bulk cheese from the government, would consider it an inexpensive snack.

Discussion

Praise the teachers for their efforts as judges.

Ask the teachers to talk about the kind of thinking they used in this activity.

Discuss how judge thinking is different from the kind of thinking they practiced at the detective and inventor thinking workshops. Point out that in contrast to detective thinking which involves putting together several pieces of information to arrive at a right answer and inventor thinking which involves broadening the imagination and thinking of alternate possibilities, judge thinking involves weighing considerations and making decisions.

III. MODEL JUDGE LESSON FOR CHILDREN

Tell the participants, "Now that you have had a chance to practice evaluative or judge thinking yourselves, we're going to look at the materials and activities developed for the children."

Have the participants turn to the third section of their General Programming manual, the Judge Thinking. Explain that like the other two sections, this section on judge thinking includes the following:

- a brief introduction
- a story about Julius the Judge
- a poster of Julius
- a list of teaching skills important in presenting judge lessons
- a model lesson on which the others are based
- nine additional judge activities

Unlike the other two sections, the judge section also includes a number of large posters which are used for the lessons. Also, point out the Important Teaching Note for the Judge Lessons, which explains the increasing difficulty and the varying format of the last five lessons. Probably evaluative or judge thinking is the most difficult of the three types of thinking emphasized in general programming. It is also a critical skill for children to develop if they are to become careful decision-makers as adults.

Explain that, like the first two workshops, the participants will hear a story about the mascot character, in this case Julius Judge, then some will participate in a role-play of the judge lesson while the others observe using a checklist of teaching skills.

Julius Judge's Story

Tell the teachers that they will be using this same story to introduce Julius Judge to the children in their classroom. Also included is a poster of Julius which they can color and use along with the story.

Read the story with feeling. Use the hand gestures indicated in the story and have the teachers use the gestures, too.

Explain that as with detective and inventor thinking, the story and the characters are important to introduce the idea of judge thinking. The story helps the children learn about what an inventor does. The hand gestures cue the children into what type of thinking is expected of them.

Each time the children do one of these activities, the teacher should introduce it as a judge lesson and show the children the poster of Julius Judge. In this way, both the teacher and the children will have the same label for this kind of thinking.

Role Play the Model Judge Lesson

1. Hand out a copy of the OBSERVATION FORM THE JUDGE LESSONS to each participant. Point out that this same form, including some additional hints, is included in the General Programming manual. Tell the teachers again that this is the form you will use when observing their judge lesson in the classroom. Explain that you want the teachers to use this form when they watch you teach the model lesson.

2. Ask for three volunteers to play the children. Have them come to the front and sit in chairs facing you.

3. Teach the Model Judge Lesson, following the directions in the General Programming manual. Make sure to demonstrate all the skills on the Observation Form for Judge Lessons.

Discussion

Review the observation form again, asking the teachers to give examples for each of the skills listed. Discuss any improvements that might be made in teaching this lesson.

Ask the teachers to put a star next to the skill which they feel will be the easiest for them to do.

Ask the teachers to put a square next to the skill which they feel will be the hardest for them to do.

IV. SCHEDULING OBSERVATION/CONSULTATION TIMES

Explain that each teacher needs to schedule two appointments with you. One time for you to come and observe them presenting a judge lesson to their class and another time for a conference to discuss the lesson. It is best if the conference can be scheduled for the same day or soon after the observation. Pass around the OBSERVATION/CONSULTATION SIGN-UP SHEETS. Be sure that you have indicated the days and times that you are available.

Make sure the teachers understand what you will be watching and doing--

--They may pick any judge lesson for you to watch.
--You will be using the same Observation Form for Judge Lessons that they used during the workshop.
--At the conference you and the teacher will be discussing how the lesson went and ways to improve it.

Give each teacher a REMINDER CARD to complete and take with them.

V. WRAP-UP

Review what you did in this workshop--

--The teachers did some judge thinking themselves by weighing considerations and making decisions.

--The teachers heard a story and learned the characteristic hand movement of Julius Judge, the mascot for judge thinking.

--Some teachers participated in a role play of the Model Judge Lesson, while some observed using the Observation Form for Judge Lessons.

--The teachers each scheduled appointments for an observation and a consultation about a judge lesson.

Explain that this is the last workshop of general programming. The next workshop will focus on Talent Identification. The teachers will learn how to identify children with potential talents.

Answer any questions people may have about this workshop or the next.

Distribute the WORKSHOP EVALUATION forms. Ask the participants to complete and return the evaluations before they leave.

After the Judge Workshop

1. Visit each of the teachers at the time for which they signed up. Try to arrive about five minutes early and ask for a space in the room from which you will be able to sit and watch without disturbing the group.
2. Take the following items to the observation:

   --the GENERAL PROGRAMMING manual
   --an OBSERVATION FORM FOR JUDGE LESSONS
   --an OBSERVATION/CONSULTATION EVALUATION form
3. While watching the teacher, fill out the Observation Form for Judge Lessons. Focus on writing down what the teacher is doing well. Add specific comments and examples. If the teacher is having difficulty with a skill, write down some suggestions.
4. Remind the teacher about the consultation before you leave the classroom. Thank the teacher for letting you watch and say something positive about what you saw.
5. At the consultation, share with the teacher your comments on the Observation Form for Judge Lessons. Give the teacher a copy of your observations.
6. Remind the teacher aboout the date, place, and time of the Talent Identification workshop.
7. At the end of the consultation, ask the teacher to complete and return to you an OBSERVATION/CONSULTATION EVAULATION form.

Judge Thinking Workshop

Overheads and Handouts

- Observation Form for Judge Lessons

OBSERVATION FORM FOR JUDGE LESSONS

Date: ____________________ Teacher: ____________________

Activity: ______________ Observer: ____________________

Skills	Observed	Comments and/or Suggestions
1. Gather all necessary materials before beginning.		
2. Set the activity up so all can see and hear.		
3. Present the activity with interest and enthusiasm.		
4. Use a "buzz phrase" so the children know what's expected of them.		
5. Introduce the situation to be evaluated.		
6. Present considerations one at a time.		
7. Ask the children to explain their choices.		
8. Accept all explanations.		
9. Acknowledge that there may be more than one possible answer.		
10. Get the children directly involved whenever possible.		
11. Acknowledge all "judges" efforts.		

Talent Identification Workshop

TALENT IDENTIFICATION WORKSHOP

OVERVIEW OF THE WORKSHOP

I.	GETTING STARTED	5 MINUTES
II.	INTRODUCTION TO THE BOHST IDENTIFICATION PROCESS	15 MINUTES
III.	CHARACTERISTICS OF TALENTED CHILDREN	30 MINUTES
IV.	INTRODUCTION TO THE TALENT IDENTIFICATION MANUAL	15 MINUTES
V.	TALENT STAFFING	10 MINUTES
VI.	SCHEDULING OBSERVATIONS AND TALENT STAFFINGS	10 MINUTES
VII.	WRAP-UP	10 MINUTES

SUMMARY OF MATERIALS TO BE PREPARED AND GATHERED:

1. NINE LARGE PIECES OF PAPER AND MARKERS
2. OVERHEADS OF THE COMMON CHARACTERISTICS OF CHILDREN WITH TALENT
3. OVERHEAD PROJECTOR AND SCREEN
4. THE COMMON CHARACTERISTICS OF CHILDREN WITH TALENT HANDOUTS
5. TALENT IDENTIFICATION MANUALS
6. SIGN-UP SHEET FOR OBSERVATIONS
7. REMINDER CARDS
8. WORKSHOP EVALUATION FORMS

TALENT IDENTIFICATION WORKSHOP

INSTRUCTIONS TO THE BOHST TRAINER

Before the Workshop

PURPOSE

The purpose of this workshop is to explain the BOHST process of identifying children with potential talents. The workshop is designed both to aid teachers in understanding what is meant by talent identification and to instruct teachers in using the identification checklists.

GETTING READY

Your job in leading this workshop includes the following:

1. Reading through these instructions at least twice.

2. Preparing the following MATERIALS:

For the getting started section :

- None

For the introduction to the BOHST identification process :

- None

For the characteristics of talented children section :

- Nine large pieces of paper and markers--write the name of one talent area of the top of each piece of paper.
- Enough copies for everyone of the the handout, Common Characteristics of Children with Talent
- Overheads of the Common Characteristics of Children with Talent

For the introduction to the Talent Identification Manual :

- A copy of the Talent Identification Manual for each teacher

For the talent staffing explanation :

- None

For scheduling observation and staffing times :

- Copy of the Observation/Consultation Sign-Up Sheet indicating available dates and times.
- Reminder Cards for the participants.

For wrap up section :

- A workshop evaluation form for each participant.

At the Identification Workshop

I. GETTING STARTED

Tell the participants what the workshop will be about--how to figure out which children seem to have potential talents.

Explain that the workshop will have four major parts:

1. A discussion of the BOHST talent identification process.
2. A small group activity to help the participants examine the behavior of children with potential talents in their own classrooms.
3. An explanation of the BOHST talent identification instruments.
4. An explanation of the talent staffing.

II. INTRODUCTION TO THE BOHST IDENTIFICATION PROCESS

The goal of this section is to give the teachers some basic information about the BOHST identification process and to encourage them to examine whatever preset ideas they have about which children in their classrooms are talented. Ideally this portion of the workshop should include discussion that allows the teachers to share information and ask questions.

Here is a list of information to be shared:

1. The purpose of the BOHST identification process is to pick out the children who demonstrate talent or potential in one or more areas. We need to be careful in BOHST to not mislead parents, school officials, or ourselves about the identified children´s abilities. It is difficult to determine giftedness or talent at any age, but especially at the preschool level before children may have had the experience necessary to develop talents. There is no way that we can truly predict which children will grow up to be among the 3-5% of gifted adults in our population. However, by "casting a wide net" and carefully selecting 10-20% of the children who show potential talent, we can insure that those children´s strengths are developed during their critical early years.

2. Briefly discuss the fact that all teachers find some children more interesting and challenging than other children. Every teacher has some children in the classroom whom she really has to work at liking - who bother her for some reason and who try her patience. When identifying children for BOHST, it is important to look at all children equally - the ones who are easy to teach and the ones who are hard to take. It is also important to remember that some children don´t necessarily stand out - they are easy to forget.

   Encourage a short group discussion of the variety of children in a classroom and how talent may be present in any type child.

3. Tell the teachers that in BOHST they will be trying to find children who have potential talents in one of the following areas:

INTELLECTUAL TALENT--which includes the ability to learn quickly, to think critically, and to solve problems

CREATIVE TALENT--which includes thinking of new and original ideas and creating original projects

LEADERSHIP TALENT--which includes being able to direct others and to command attention

VISUAL AND PERFORMING ARTS TALENT--which includes both MUSIC and ART

ACADEMIC TALENT--which includes the three subject areas, READING, SCIENCE, and MATH

PSYCHOMOTOR TALENT--which includes motor abilities that might enable a person to succeed in sports or dance

4. Explain that the BOHST identification process is based on input from the people who know the child best--the child's parents and the child's teacher. The three parts of the identification process include a teacher checklist, a parent checklist, and a talent staffing meeting. Both of the checklists contain a set of four abilities or behaviors characteristic of each talent area. The teacher rates each child in his or her classroom on the items listed. In addition, the parents fill out a checklist for their own child. The ratings from both of these checklists are summarized and used in making a final determination of which children are identified. This final decision is made in a group meeting, called the Talent Staffing, which includes the teacher, aide, BOHST trainer, any appropriate ancillary staff, and possibly the child's parents.

III. CHARACTERISTICS OF TALENTED CHILDREN

The purpose of this next section is to help teachers tune into observations they have made about children with talent and behaviors characteristic of children with talent.

Explain that you want them to reflect on what they have noted both this year and in their previous years of teaching that might suggest to them that a child in their classroom has a potential talent.

Divide the participants into small groups of two to four persons.

Distribute the nine large pieces of paper and markers - one for each talent area - among the groups so that each group has at least one talent area to brainstorm. Tell each group to choose a person to record their ideas on the paper. Give each group enough time to brainstorm and list all the characteristics they can think of which indicate talent in that area.

Review the characteristics of children talented in each of the nine areas by comparing the group's list to the OVERHEAD OF COMMON CHARACTERISTICS for that area. Discuss each talent area. Be sure to note no child will display all the characteristics listed, however, a talented child will probably display several of them.

Distribute copies of the handout COMMON CHARACTERISTICS OF CHILDREN WITH TALENT, which describes the characteristics in more detail.

IV. INTRODUCTION TO THE TALENT IDENTIFICATION MANUAL

Distribute a TALENT IDENTIFICATION manual to each teacher. Give the teachers a chance to look through it. Explain that the manual contains sample copies of all the materials needed to complete the BOHST identification process. Additional copies will need to be reproduced as needed. Each of the three sections of the manual described below include a sample form and instructions for completing the form. The fourth section describes the Talent Staffing procedure and is discussed in the next part of this workshop.

Teacher Checklist

Have the participants turn to the first section of the manual which includes the Teacher Checklist and instructions. Explain that this checklist and a similar one completed by the parents are the two instruments used to identify the children. For each talent area on the checklist, there are four items which describe behaviors or characteristics of a child with talent in that area. Every child in their class should be rated using the code in the upper right hand corner. A more complete description of the raings is included on the front page of instructions. After rating each child in talent area, the teacher needs to subtotal the ratings for each child. Note that the children´s names should be recorded on the form from youngest to oldest in order to help the teachers keep in mind age-developmental differences. Address any questions the participants may have about completing the checklist.

Parent Checklist

Now have the participants turn to the second section of the manual which includes a sample Parent Checklist with instructions, a sample letter to the parents, and instructions to the teacher on what to do with the Parent Checklists. Each parent needs to complete a checklist on their child. The items on the Parent Checklist are identical to those on the Teacher Checklist, however, this checklist is designed for rating only one child rather than a number of children as on the Teacher Checklist. Another difference is that each group of four items is not labeled by talent area in order to lessen the parents´ bias toward a certain talent. Once the parent has completed and returned the checklist, the teacher will need to figure the subtotal for each talent area. Address any questions the participants may have about this checklist.

Talent Identification Summary

The subtotals from both the Teacher and Parent Checklists need to be recorded on the Talent Identification Summary. Have the participants turn to the third section of the manual which includes a sample Talent Identification Summary form and the instructions for completing it. Explain that the teachers need to record the subtotals of each talent area from both the Teacher Checklist and the Parent Checklist across from each child´s name. These subtotals are then added and compared to the cut-off score of 24. If the teacher is unable to obtain parent checklist scores, then score of 12 should be used as the cut off. Any talent area in which a child scores at or above the cut-off should be recorded in the space provided under "Potential Talent Area(s)." The children who have one or more area recorded are the ones who should be discussed in the last step in the identification process, the Talent Staffing.

V. TALENT STAFFING

1. Explain that the purpose of the Talent Staffing is to review and finalize the identification of the potentially gifted or talented children. Ask the teachers to turn to the last section in the Talent Identification manuals.

2. Bring to the participants' attention that the following people should be included in the staffing:

   - Classroom teacher
   - Assistant or Aide
   - BOHST trainer
   - Ancillary staff members
   - Parents, if possible

3. Explain that prior to the meeting the following should be done:

   - The Parent and Teacher Checklist need to be completed and the scores recorded on the Talent Identification Summary.
   - Each team member should receive a copy of the Talent Identification Summary to review before the meeting.
   - The BOHST trainer should observe any children who will be discussed, especially "borderline" children, in order to note any characteristics indicative of talent.

4. Review the section titled Which Children Are Eligible? Emphasize the following points:

   - Though there are exceptions, a child should score equal to or above the cut-off in one or more talent areas to be considered at the Talent Staffing.
   - If a child passes the cut-off in several areas, only the top one or two talent areas need to be reviewed.
   - The BOHST philosophy believes that it is better to cast a "wide net" and to over-identify children rather than to risk neglecting a child's potential.

5. Review the criteria or guidelines listed as the basis for selecting those children identified as having potential talent. Be realistic in making these selections. The aim should be to select the top 10-20% of the children. Once the final determination is made the identified children and their talent area(s) should be noted on the Talent Identification Summary form.

Give the teachers an opportunity to ask questions.

VI. SCHEDULING OBSERVATIONS AND TALENT STAFFINGS

Unlike your first three observations which focused on the teacher, the purpose of this observation will be for you to become more familiar with the children who scored at or above the cut-off on the Talent Identification Summary. Obviously, the observation needs to take place after the teacher and parent have completed their checklists and the ratings have been recorded on the Talent Identification Summary.

Pass around the Observation/Consultation Sign-up Sheet, on which you've indicated the days and times you are available. Remind the teachers to allow themselves a reasonable length of time to complete the Teacher Checklist, to distribute and score the Parent Checklist, and to complete the Talent Identification Summary before scheduling your observation. Also remind the teachers that you will need a copy of the summary before the observation.

Give each teacher a Reminder Card to complete and take with them.

Be sure to explain that the teachers will also need to arrange for a Talent Staffing, setting up the time and notifying all the people who will be involved. Take the time to discuss any potential problems or logistical considerations involved in scheduling this meeting. Assist the teachers in whatever you can.

VII. WRAP-UP

Review what was covered in this workshop:

- The teachers learned about the BOHST identification process as a whole.
- They broke into small groups and brainstormed a list of characteristics indicating talent or special abilities in each of nine talent areas. Their lists were compared to BOHST overheads on common characteristics of children with talent. Copies of this handout, Common Characteristics of Children with Talent, were distributed.
- Each teacher received a copy of the Talent Identification manual. The Teacher Checklist, Parent Checklist, and Talent Identification Summary were all reviewed.
- The purpose and general procedure of the Talent Staffing were explained.
- The teachers made appointments for the BOHST trainer to observe targeted children in their classrooms. Arrangements were discussed for organizing the Talent Staffings.

Remind the teachers of what they need to do in the next few weeks:

- Complete the Teacher Checklist.
- Distribute the Parent Checklist, then collect and score them.
- Complete the Talent Identification Summary.
- Schedule a classroom observation with the BOHST trainer.
- Make arrangements for the Talent Staffing.

Distribute the WORKSHOP EVALUATION forms. Ask the participants to complete and return the evaluations before they leave.

After the Talent Identification Workshop

1. Arrange to get a copy of the completed Talent Identification Summary from the teacher before your observation.
2. Observe the children indicated on the Talent Identification Summary form at the time for which the teacher signed up. Try to ask the teacher before hand if there are any "borderline" children that he/she would like you to focus on.
3. While watching, take note of any characteristics or behaviors demonstrated by the children which may indicate talent.
4. Attend the Talent Staffing at the time for which it is scheduled. Bring with you your notes from the observations, a copy of the Common Characteristics handout, and the list of criteria to be considered from the workshop. Be sure to review the Talent Identification Summary beforehand, taking note of any difficulties you may foresee.
5. Remind the teacher about the date, time, and place of the next workshop on Talent Programming. At this workshop you will be discussing how best to nurture the talents of the children you have just identified.

Talent Identification Workshop

Overheads and Handouts

- Overheads of Common Characteristics of Children with Talent [9]
- Handouts of Common Characteristics of Children with Talent [10]

COMMON CHARACTERISTICS OF CHILDREN
WITH
INTELLECTUAL TALENT

1. Learns easily and readily
2. Excellent memory
3. Works well independently
4. Ability of abstraction and generalization early
5. Displays intellectual curiosity
6. Wide range of interests
7. Large vocabulary
8. Skilled problem solver
9. Creative and imaginative
10. Alert and observant

COMMON CHARACTERISTICS OF CHILDREN WITH CREATIVE TALENT

1. High tolerance for chaos and ambiguity
2. Long attention span
3. Enjoys humor
4. High degree of energy
5. Makes productive use of silence and hesitation
6. Both conforming or nonconforming
7. Self-confident
8. Enjoys examining things and uses the experimental approach to learning
9. Great use of fantasy
10. Divergent thinker

COMMON CHARACTERISTICS OF CHILDREN WITH LEADERSHIP TALENT

1. Interacts easily with other children and adults
2. Other children join activities that the child is engaged in
3. Self-confident around others
4. Often establishes the mood of a group
5. Generally directs the other children he/she play with
6. Child is used as a resource by other children
7. Sensitive to the feelings and needs of others
8. Directs others effectively
9. Shows others how to improve an activity
10. Generates many ideas and offers solutions to problems

COMMON CHARACTERISTICS OF CHILDREN
WITH
ART TALENT

1. Strong interest in anything visual
2. Remembers details of what he/she has seen
3. Spends a great deal of time doing art work
4. Finds great satisfaction in art work
5. Advanced technical skill in art production
6. Develops unusual ways to use familiar art materials
7. Produces art work superior in design and composition
8. Adds details to drawings, paintings, or sculptures
9. Has a distinctive artistic style

COMMON CHARACTERISTICS OF CHILDREN
WITH
MUSIC TALENT

1. High interest in music
2. Sensitive to the mood or character
3. Repeats short, rhythmic patterns with ease
4. Sings in tune
5. Can easily identify short rhythm patterns
6. Can identify familiar songs
7. Can sing on pitch
8. Can identify high and low notes
9. Identifies two short melodies as same or different

COMMON CHARACTERISTICS OF CHILDREN
WITH
READING TALENT

1. Interested in books
2. Long attention span for reading activities
3. Extensive listening-speaking vocabulary
4. Long sentences and/or advanced grammatical structures
5. Easily makes auditory discriminations
6. Adept at making visual discriminations
7. Interest in reading
8. Interest in printing letters or words
9. Able to read some words
10. Exceptional memory
11. Advanced understanding of what has been read to him/her

COMMON CHARACTERISTICS OF CHILDREN WITH MATH TALENT

1. Strong interest in math-related activities
2. Long attention span for math activities
3. Advanced understanding of mathematical relationships
4. Understands and easily remembers mathematical symbols
5. Manipulates numbers easily
6. Advanced understanding of concepts such as time or money
7. Generalizes math concepts to activities and projects

COMMON CHARACTERISTICS OF CHILDREN
WITH
TALENT IN SCIENCE

1. Questioning mind
2. Strong desire to explore and search
3. Active interest in science activities
4. Wants to find or verify answers firsthand
5. Understanding of abstract concepts
6. Advanced skill in classifying
7. Advanced understanding of cause/effect relationships
8. Generalizes demonstrated principles easily

COMMON CHARACTERISTICS OF CHILDREN WITH PSYCHOMOTORIC TALENT

1. Advanced gross motor skills
2. Participates eagerly in active classroom games
3. Interest in fine motor activities
4. Advanced fine eye-hand coordination
5. Wide range of movements
6. Exceptional balance
7. Very agile
8. Strong
9. Uses basic motor skills and combinations of motor skills

COMMON CHARACTERISTICS OF CHILDREN WITH INTELLECTUAL TALENT

The following are traits that a child with high intellectual abilities often displays.

1. The child learns easily and readily. She/he requires less drill to learn things than other children and often seems to learn things without being taught. The child will probably learn to read at an early age (three, four, or five years old). Some children teach themselves how to read and surprise their parents by reading signs, billboards, labels, etc. Others show signs of reading readiness at an early age but must be taught reading skills by someone else.

2. The child displays an excellent memory. Parents often notice this characteristic and mention it.

3. The child works well independently. She/he will withdraw from surrounding company in order to become absorbed in an activity of interest.

4. The child displays the ability of abstraction and generalization early. For example, the child may be able to add two or three to a number mentally. The child may show an understanding of science concepts (evaporation, gravity, etc.) or may quickly understand morals to fables and stories.

5. The child displays intellectual curiosity. She/he is eager to learn and is probably advanced in one or more academic areas (reading, math, science). The child is skilled at asking questions and goes beyond "What" questions to "Why" and "How." She/he listens to the answers attentively and often instigates further discussion or investigation.

6. The child displays a wide range of interests. His/her curiosity is easily aroused. The child becomes equally absorbed in many different tasks.

7. The child has a large vocabulary and is advanced in language skills and oral expression. At the preschool level, the child seems to enjoy talking and may monopolize conversations. She/he may use many polysyllabic words (not necessarily accurately).

8. The child is a skilled problem-solver. She/he may enjoy thinking of solutions to situational problems, such as: How can forgetful Harry remember to put his shoes on in the morning? Even at a very young age the child may enoy finding answers to science or math problems.

9. The child is creative and imaginative. Creativity and intelligence do not necessarily go hand-in-hand, but high intelligence is definitely an asset towards creative ability and expression. With some encouragement, most intelligent children can learn to be extremely creative.

10. The child is alert and observant. She/he is very alert to events around him/her and notices details that others miss. She/he is aware of things that others his/her age are not. The child may show interest in news events, or be a keen observer of others' feelings and moods.

COMMON CHARACTERISTICS OF CHILDREN WITH CREATIVE TALENT

The following is a list of characteristics which may indicate that a child is learning in a creative way or expressing exceptional creativity.

1. The child has a high tolorance for chaos and ambiguity. In a situation which is not highly structured, she/he does not panic; she/he makes her/his own rules. For instance, if a teacher presented some children with seeds and equipment for planting them, but gave no directions, the creative child would organize the task independently and perhaps direct others.

2. The child has a long attention span when she/he learns creatively. She/he is not easily distracted fromthe task at hand, andshe/he may containue withthe activity after the scheduled time to quit.

3. The creative child enjoys humor. At the preschool level she/he may produce ideas which seem wild or very silly to adults.

4. The creative child has a high degree of energy. She/he uses her/his entire body in a task. For example, a preschooler may prefer to stand when producing an art piece, or she/he may use many gestures when telling a story. This total body involvement reflects the excitement the child feels during the act of creation.

5. The child makes productive use of silence and hesitation. She/he may seem to be daydreaming at times or she/he may be slower than others to answer questions.

6. She/he is both conforming or nonconforming, depending on which seems most effective towards expressing creativity. This can be annoying to a teacher, who may label the child a rebel.

7. The creative child is self-confident. She/he enjoys evaluating her/his work independently and does not rely on others to judge the goodness, badness, rightness, or wrongness of some thing or situation.

8. She/he enjoys examining things, and she/he likes to use the experimental approach to learning. Preschoolers in general enjoy this type of learning. They like to touch, smell, and taste things. They prefer to manipulate objects of interest whenever possible. This is another trait which may be inconvenient or annoying to adults at times.

9. The creative child makes great use of fantasy. She/he enjoys role playing, telling stories, making up songs and drawing uinusual pictures. The child seems less bound by reality, and she/he is willing to change it to suit her/his own needs when telling stories or describing objects or events.

10. The creative child is a very divergent thinker.
    a. She/he is flexible; she/he can shift from one approach to another. For example, if the child is unable to push a scooter skillfully, she/he may use the scooter as some other kind of toy, such as an imaginary machine or animal.

    b. The divergent thinker displays fluency. When presented with a problem, she/he produces many ideas.

    c. The divergent thinker produces original or unusual answers. At the preschool level, these ideas may be silly ones.

    d. The divergent thinker elaborates. She/he adds many details to descriptions of things or drawings.

COMMON CHARACTERISTICS OF CHILDREN WITH LEADERSHIP TALENT

The following are characteristics that children with leadership talent often display.

1. The child interacts easily with other children and adults and gets along with a wide variety of people. The child has mastered basic social skills and uses them to play cooperatively with others, takes turns during organized activities, shares with others, etc.

2. Other children join activities that the child is engaged in. He/she is liked by many other children, who seek him/her out frequently as a play and work companion.

3. The child is self-confident around others. He/she performs for the class during group activities by singing, performing in skits, telling jokes, etc. The child also participates actively in group discussions and offers his/her opinion freely.

4. The child often establishes the mood of a group. For example, he/she may generate contagious enthusiasm over a building project and have half the class busy making cardboard airplanes. On the other hand, the child may influence a group of children to refuse snack or act wild during a dancing activity.

5. The child generally directs the other children he/she plays with. He/she organizes others effectively, and they usually respond to his/her orders willingly. For example, he/she may tell other children which dolls they can play with, may explain the rules of a game, or during an art activity may monitor the use of a limited number of scissors.

6. Other children often use the child as a resource by looking to him/her for suggestions, ideas, or assistance. During dress-up activities other children may copy his/her costume, e.g., if he/she dresses up like a monster, so do they. Another child may ask him/her to hold the cup while that child pours from a pitcher. During free play, others may look to the child to see what the "policeman" should do next.

7. The child is sensitive to the feelings and needs of others. He/she may comfort a crying child and try to console him/her. He/she may invite a child who has been excluded to join the group. The child usually listens to others when they address him/her, and he/she pays attention to the speaker during group discussions.

8. The child directs others effectively towards goals and uses the talents of each individual to accomplish the goal. For example, if the child decides to put on a skit, he/she may direct the more outspoken children to be performers and have the shy children arrange the props.

9. The child often shows others how to improve an activity. For instance, if several children are building horse corrals, he/she may direct them to make one large corral covering half the classroom floor.

10. The child generates many ideas and offers solutions to problems. For example, if the teacher asks the children to suggest field trip possibilities, the child may suggest three or four ideas. Or if several children are fighting over a toy, the child may suggest a way to share the object.

COMMON CHARACTERISTICS OF CHILDREN WITH ART TALENT

The following is a list of characteristics which may indicate that a child has art talent.

1. The child shows a strong interest in anything visual. She/he may express appreciation of beauty in nature, notice details that others miss, or examine objects in general very carefully. The child may also show interest in the art work of other people, both peers and professional artists.

2. The child remembers in detail what she/he has seen. The child may describe details she/he has noticed to others; or she/he may represent these details in art work.

3. The child spends a great deal of time drawing, painting, making collages, sculpting, and building. When given a choice, she/he often chooses an art activity.

4. The child works seriously on art projects and seems to find great satisfaction in art work. She/he may be very verbal while working, describing his/her creation for anyone who cares to listen; or she/he may become deeply absorbed in an art activity, concentrating all his/her attention on a particular project.

5. The child has advanced technical skill in art production. She/he displays ability when using art tools, such as paintbrushes, pencils, scissors, and pasting materials. She/he may also work proficiently with clay, playdough, and building materials (blocks, boxes, etc.).

6. The child develops unusual ways to use familiar art materials. She/he may paint a picture using glue or use both clay and wood scraps to make a sculpture. She/he may use unusual objects as art materials. For example, she/he may use clock gears in a collage or paint a picture on a large piece of bark or a rock.

7. The child produces art work which is superior in design and composition (balance, space, unity, and color). For example, his/her drawings and sculptures may look well-balanced. If there is an obvious detail at the top of a picture, she/he may add a counter detail at the bottom so that the art piece doesn´t look top-heavy or one-sided. The child may use space well by using the entire page in a painting or arranging a drawing so that empty spaces add to the effect. She/he may create art work that has unity, so that separate details have some relation to each other. The child may produce paintings which have bold or unusual colors or unusual combinations of color.

8. The child adds details to drawings, paintings, or sculptures. Rather than draw a simple house, she/he may add the mailbox, curtains on windows, a porch, individual bricks, and the surrounding landscape; or she/he may poke tiny holes all over a clay monster´s body. The child also add intricate details to a design or pattern.

9. The child has developed a distinctive artistic style; other people can recognize which products are his/hers.

COMMON CHARACTERISTICS OF CHILDREN WITH MUSIC TALENT

The following is a list of characteristics which may indicate that a child has musical talent.

1. The child shows an unusually high interest in music. He/she often chooses music activities when given a choice. These include listening to records, playing instruments, dancing, and singing. During group meeting time, the child may spontaneously suggest that the class sing, or he/she may volunteer to sing solo or play an instrument for the group. He/she may often make up original tunes or original words to familiar tunes.

2. The child is sensitive to the mood or character of music. He/she may perform a lively dance when he/she hears a polka and sit quietly, swaying to the rhythm of a slow orchestration. The child may comment on the mood of a particular music selection: "The man in the song is so silly!" "That music makes my doll go to sleep." "That's funny music!"

3. The child can repeat short, rhythmic patterns with ease. The child may also make up a pattern himself/herself and then repeat it several times. It is easier for a preschooler to copy clapping patterns than patterns played on a rhythm instrument. Some possible rhythm patterns are:

   clap, pause, clap, pause, clap, pause

   clap, clap-clap, clap, clap-clap, clap, clap-clap

   clap-clap, pause, clap-clap, pause.

4. The child can sing in tune or very nearly in tune. The tuneful singing range of most three-year-olds is between D′ and G′. For four and five-year-olds the normal singing range becomes lower, between C′ and F′. Have the child sing a song within the C′ to A′ range such as "London Bridge Is Falling Down." If he/she can sing in tune from middle C′ to A′, he/she is singing very tunefully.

5. The child can easily identify two short rhythm patterns as the same or different. (For example, if you clap the following two rhythms, she/he identifies them as different:

   clap, pause, clap, pause, clap

   and: clap, clap, pause, clap, clap, pause.

   If you clap the following rhythm twice, he/she recognizes that they are the same: clap-clap, pause, clap-clap, pause, clap-clap.)

6. The child can identify some familiar songs from the rhythm alone. (This is very difficult for preschoolers to do. The child may only recognize the rhythms of very familiar tunes and tunes with very unique rhythm patterns such as "Jingle Bells.")

7. The child can sing on the same pitch as a model. The child will only be able to do this within his/her natural singing range (see Number 4).

8. The child can identify the higher or lower of two notes.

9. The child identifies two short melodies as the same or different.

COMMON CHARACTERISTICS OF CHILDREN WITH MATH TALENT

1. The child shows a strong interest in math-related activities such as counting, weighing, measuring, or solving arithmetic problems. For example, he/she may volunteer to compute the number of carrot sticks needed for snack or the child may enjoy measuring ingredients for cookie batter or playdough.

2. The child has a long attention span for math activities. He/she may become absorbed in a classroom math game or spend an unusually long time weighing objects, matching numbers and numerals, or using a ruler.

3. The child shows advanced understanding of mathematical relationships. For example, he/she may comprehend the concept of "set" and "one-to-one correspondence" quickly or may show a clear understanding of relationships between numbers by adding and subtracting.

4. The child understands and easily remembers mathematical symbols. These symbols include numerals, operation signs (+, -, x, -) and relationship symbols (=, ,).

5. The child manipulates numbers easily. He/she may perform mental or written addition and subtraction problems, count by two's or three's, or he/she may be able to add and subtract coin values in a play store situation.

6. The child shows an interest in or has advanced understanding of concepts such as time (calendars and clocks) or money (coin values, making change).

7. The child often generalizes math concepts to activities and projects other than math. For example, he/she may equally divide a cookie to share with someone else, read the clock to tell when it's time to go outdoors, or independently compute how many days are left until a special event.

COMMON CHARACTERISTICS OF CHILDREN WITH TALENT IN SCIENCE

The child with a high potential for scientific talent demonstrates many of the following characteristics.

1. She/he shows evidence of a questioning mind by frequently asking about the nature and function of things, e.g., "What makes a car move? Why are the birds flying all together? Where does the water in the drain go?"

2. She/he exhibits a strong desire to explore and search. The child examines objects carefully and becomes engrossed while examining things.

3. She/he takes an active interest in science activities and is self-directed during the activities. These activities may include nature studies, care of pets, simple experiments, examination or operation of machinery, and exploration with science tools (magnifying glasses, magnets, pulley, scales, etc.).

4. She/he wants to find or verify answers firsthand. The child may disassemble toys or machinery to see how they operate or to examine the parts. She/he may repeat experiments performed by others or himself/herself to verify results.

5. She/he shows an understanding of abstract concepts, such as evaporation, basic electricity, gravity, metamorphosis, etc.

6. She/he shows advanced skill in classifying. The child notices functional similarities and differences between objects, as well as differences in color, shape, patterns, or rhythms.

7. She/he shows advanced understanding of cause/effect relationships. For example, "The plants that we picked died, because there were no roots on them."

8. She/he generalizes demonstrated principles easily. For example, the child may make a musical instrument using a stretched rubber band after she/he is shown how vibrating strings on a guitar create sound.

COMMON CHARACTERISTICS OF CHILDREN WITH READING TALENT

The following is a list of characteristics which indicate that a child may be ready for reading instruction. The preschool child talented in the area of reading is likely to exhibit most (but not necessarily all) of these characteristics.

1. The child is interested in books and often selects books as an activity. He/she may demonstrate this interest in a number of ways depending on his/her abilities. The child may simply look at the pictures in books or may make up narrations as he/she looks at the pictures. The child may ask someone to read to him/her, and eventually he/she may recite the words to a familiar story from memory. The child may even read simple words or entire books independently.

2. The child participates in pre-reading activities for unusually long periods of time. These activities may include word or letter lotto games, letter identification games, printing letters of the alphabet, and dictating statements for an adult to write down.

3. The child has an extensive listening-speaking vocabulary. He/she is able to use and/or understand unusual or multisyllabic words. For example, a three-year-old who frequently makes statements such as "If you touch that plug, you may get electrocuted" probably has an extensive speaking vocabulary. The child may not use such terms in his/her own speech but may be able to understand them. (A speech-delayed or speech-impaired child may still have good auditory comprehension.) For example, if a child frequently responds correctly to statements such as "Draw an ellipse," he probably has an extensive listening vocabulary.

4. The child uses unusually long sentences and/or advanced grammatical structures. (Most sentences longer than six words are unusually long for a preschooler.) For example: "I don´t know when my mom´s going to be done painting our house." The child may also use complex grammatical structures. For example, he/she may use clauses and embedded phrases: "When I tear my structure up, I will be done." Or the child may make comparisons verbally: "There aren´t dinosaurs, and putting them together is like doing a big jigsaw puzzle," or "I think this turkey looks like a rhinoceros ´cause that beak looks like a horn and a rhinoceros has a horn."

5. The child can easily make auditory discriminations. For example, if you ask him/her whether two rhyming words are the same or different, he/she responds correctly: "Tell me if I say the same word or different words: big . . . pig."

6. The child is adept at making visual discriminations. He/she can easily recognize, match and label letters or words.

7. The child shows an interest in reading by asking about letters, words, and/or word meanings. He/she may ask, "What does that word mean?"

8. The child shows unusual interest in printing letters or words. (For many children, an interest in learning to print and spell precedes an interest in learning to read.) The child may ask questions such as "How do you make a j?" or "How do you spell dog?"

9. The child is able to read some words. Some children establish a connection between printed and spoken words after seeing the printed word and hearing its pronunciation a number of times. These words usually include the child´s name, the names of family members, a friend, color words, words on signs, etc.

10. The child demonstrates an exceptional memory of what has been read to him/her. He/she may recite the words to a story verbatim after hearing the story a number fo times, or he/she may retell the story in his/her own words. Both indicate exceptional memory and sequencing ability.

11. The child shows an advanced understanding of what has been read to him/her. He/she answers "who," "what," "where," and "how" questions about facts or events in reading material: "Who scared the three pigs?" "What kind of houses did the pigs build?" "How did the wolf knock the houses down?" The child may also demonstrate the ability to interpret the ideas presented in reading material by answering such questions as "Why did the third pig build his house out of bricks?" "What else could the pigs have done to scare the wolf away?" "Do you think they did the right thing?"

COMMON CHARACTERISTICS OF CHILDREN WITH PSYCHOMOTOR TALENT

The following is a list of characteristics which may indicate that a child has exceptional psychomotoric ability.

1. The child has advanced gross motor skills. She/he can run faster, jump higher, and climb with more skill than other children the same age. The child performs many large motor movements with ease and confidence.

2. The child is noisy, noticeable, and enjoys performing for others. She/he participates eagerly in active classroom games, such as rhythm band parades and imitation games (Simon Says, etc.). The child is often involved in role playing with other children and also enjoys performing in skits and other dramatic activities.

3. The child shows a strong interest in fine motor activities, such as cutting, drawing, painting, and working with clay.

4. The child has advanced fine eye-hand coordination. For example, she/he may be able to thread needles, tie shoe laces, trace forms with a writing tool, or copy letters or numerals.

5. The child has a wide range of movements including fast, slow, gentle, and strong. The child has good control over his/her body and moves at different speeds and strengths with the same amaount of skill.

6. The child has exceptional balance. For example, she/he may walk easily across a balance beam (4" wide) or land on his/her feet from a long broad jump or use a combination of movements while jumping on a trampoline.

7. The child is very agile. She/he can bend easily and change directions smoothly. The child may perform skillfully on monkey bars or jungle gyms and do tumbling stunts well.

8. The child is strong. She/he may be able to carry heavy loads, open tightly closed jars, or move large objects.

9. The child uses basic motor skills and combination of motor skills in goal-directed activities or games. For example, when role playing a circus acrobat, she/he may walk on a ledge, jump off, turn a somersault, and leap to his/her feet.

Talent Programming Workshop

TALENT PROGRAMMING WORKSHOP

OVERVIEW OF THE WORKSHOP

I.	GETTING STARTED	5 MINUTES
II.	INTRODUCTION TO THE TALENT PROGRAMMING MANUAL	10 MINUTES
III.	ROLE-PLAYING A TALENT ACTIVITY	15 MINUTES
IV.	FILLING OUT A TALENT EDUCATION PLAN THE TALENT EDUCATION PLAN CASE STUDY DISCUSSION	30 MINUTES
V.	END-OF-THE-YEAR TALENT REPORT	10 MINUTES
VI.	SCHEDULING OBSERVATION/CONSULTATION TIMES	10 MINUTES
VII.	WRAP-UP	10 MINUTES

SUMMARY OF MATERIALS TO BE PREPARED AND GATHERED:

1. COPIES OF THE FOLLOWING FOR EACH PARTICIPANT:
    - Talent Programming manual
    - Reading Talent Assessment Record
    - Mabel's filled-out Math Talent Assessment Record
    - Talent Education Plan
    - Reminder Cards
    - Case Study of a Talented Child
    - Completed Sample Math Talent Education Plan
    - Observation of Talent Activities
2. CHALKBOARD AND CHALK OR A LARGE PAD OF PAPER AND A MARKER.
3. OVERHEAD PROJECTOR AND SCREEN (OPTIONAL).
4. SIGN-UP SHEET FOR OBSERVATIONS AND CONSULTATIONS.
5. WORKSHOP EVALUATION FORMS

TALENT PROGRAMMING WORKSHOP

INSTRUCTIONS TO THE BOHST TRAINER

Before the Workshop

PURPOSE

The purpose of this workshop is to help teachers work with the children whom they have identified as having potential talents. The teachers will become familiar with the skills which make up each talent area and will learn how to use the talent programming materials. Understanding and being aware of the skills within each talent area will enable the teacher to better provide programming for the identified children.

GETTING READY

Your job in leading this workshop includes the following:

1. Reading through these instructions at least twice and becoming familiar with the supplemental materials.

2. Reading through the Reading Activity "Round-Robin Story Telling" several times and being prepared to teach this activity as a roleplay. Make sure that you are able to demonstrate the teaching skills listed on the Observation of Talent Activities form.

3. Preparing the following MATERIALS:

   For the getting started section:

   --Chart of the steps in the BOHST process (the chalkboard, overhead, or poster used in the first workshop).

   For the introduction to the Talent Programming manual section:

   --A copy of the Talent Programming manual for each teacher.

   For roleplaying a talent activity:

   --Copies for all the participants of the Reading Talent Assessment Record.
   --Chalkboard and chalk or a large pad of paper and a marker.

   For filling out a Talent Education Plan:

   --A copy of Mabel's Case Study of a Talented Child for each participant.
   --Mabel's filled-out Math Talent Assessment Record.
   --A blank Talent Education Plan for each small group.
   --Completed sample Talent Education Plan in math

For explaining the End-of-the-Year Talent Report:

--none (the participants will need their Talent Programming manual)

For scheduling observations/consultations:

--Copies of the Observation/Consultation Sign-Up Sheet indicating available dates and times.
--Copies of the Observation of Talent Activities form for each participant.
--Reminder Cards for the participants.

For wrap-up:

--A Workshop Evaluation form for each participant..

At the Workshop

I. GETTING STARTED

Tell the participants what the workshop will be about--what to do with the children who they have identified. This is the third step in the BOHST process, talent programming. Refer to the chart of the BOHST process introduced in the first workshop.

Talent programming has three basic parts:

1. Ongoing assessment or how to tell the child's strengths and needs in the talent area. In BOHST, assessment is a part of the teaching process.
2. TEP or talent education plan, which is a plan of what to do based on the assessment.
3. Daily enrichment or what you do day-to-day based on the TEP and your use of the curriculum.

Before you get started, tell the teachers what is going to happen during the workshop:

--They will each be receiving and looking over the talent programming curriculum.
--You will be role-playing a lesson and allowing them to observe. By watching this lesson, they will be able to observe how to keep track of the child's strengths and weaknesses in the talent area.
--They will have a chance to work as a group on a TEP (Talent Education Plan) for a child that you will describe.
--They will review how to complete a form that will be passed on to the child's next teacher in order to help ensure the child's continued talent development.

Ask if anyone has any questions about what is going to happen during today's workshop. After you have answered any questions, go on to the next section.

II. INTRODUCTION TO THE TALENT PROGRAMMING MANUAL

Give each person a copy of the TALENT PROGRAMMING manual. Review the organization of the manual by pointing out the following information:

1. There are ten separate sections, each in a different color. Each of nine sections include activities for one of the nine talent areas in which children may be identified. The last section includes samples of all the forms necessary for implementing talent programming.

2. Have the participants turn to the first section of the manual, intellectual activities (beige), and look at how the first lesson is set up.

   The left side of the page has the "meat" of the activity--what to do and say. The words in italics are the words to say to the children during the activity.

Explain that each activity is divided into four parts or steps that correspond with four related skill areas which make up that talent. Definitions of these skill areas are provided in the introduction to each talent area.

The vertical words printed in all capitals down the right-hand side of the page label the skill area addressed in that step. All four skill areas are included in each activity, however, they are not in the same order for each activity. Next to each skill area is an assessment question for the teacher to use in determining how well the talented child is doing in that skill area. After each step, the teacher should be able to note how the child did by answering the question. A record of these assessment questions is kept to determine the identified child´s progress in his or her talent area.

3. The activities are designed to be implemented in a small group of three to five children. Since the teachers probably have just one or maybe two children identified in any one area, they will need to pick some other children who will enjoy and benefit from the activities to make up a group. The teachers will also need to find a time of day to do the activities when the rest of the class will not need a lot of attention.

4. Have everyone turn to the Programming Materials section found at the end of the manual and explain that this includes samples and instructions for three different types of forms needed for talent programming.

5. Explain that there are nine different Talent Assessment Records, one for each of the nine talent areas. Have the teachers turn to the first assessment record--Intellectual Talent Assessment Record. The teachers will rate the identified child on one of these short assessment forms as they teach each activity. Only the child or children identified as talented need to be rated on a form. Each identified child will need one form per year for each talent area.

   Discuss the coding procedure and point out the organization of the form--name of the activity on the right, assessment questions listed under the appropriate skill area. Make sure everyone understands that the assessment questions listed on the form are the same four questions that are included in the activities.

6. Explain that the first three activities in each talent area are used as an initial assessment to give the teachers an idea of how the identified child is doing in each of the four skill areas within his or her talent area. After rating the identified child on these first three activities, the average score for each skill area should be calculated and recorded in the row labeled "Average" on the Talent Assessment Record. These ratings will provide a profile of a child´s skills within his or her talent area and should be used in designing the Talent Education Plan. As the teacher continues to present activities and rate the identified child, the assessment record provides an ongoing evaluation of how the child is progressing in his or her talent area. At the end of the year, after a number of talent activities have been presented and rated, the average is then computed for the additional activities and compared to the initial assessment. This provides the teacher with a final evaluation of the identified child´s progress.

7. Also included in the Programming Materials section of this manual are sample

Talent Education Plans and End-of-the-Year Talent Reports which will be discussed more later in the workshop.

III. ROLE-PLAYING A TALENT ACTIVITY

Getting ready

The activity to be role-played is a reading activity titled, "Round Robin Story Telling." The participants will be using the Reading Talent Assessment Record while you are teaching. By using this form they will become familiar with the assessment procedure.

Ask everyone to turn to the ROUND ROBIN STORY TELLING reading lesson in the Talent Programming manual on page 143. Tell them to read it over before the roleplay so that they are familiar with the assessment questions that go with each of the four steps.

Depending on the size of your group, ask for three to five volunteers to pretend to be the children in the roleplay. Ask the volunteers to come to the front of the room and to sit in chairs facing you. Be sure that you have a chalkboard and chalk or a large piece of paper and marker available for this activity.

Give all the participants who will be observing a copy of the READING TALENT ASSESSMENT RECORD.

Explain that they do not have to rate all the children just the identified child, so they should choose one of the adult volunteers to observe during the roleplay.

Point out the scoring codes in the corner:

1 = CAN'T DO
2 = ATTEMPTS WITH DIFFICULTY
3 = CAN DO
4 = DOES VERY WELL

Roleplay of the Talent Activity

Teach the activity to the group of volunteers following the directions in the manual. Teach the whole activity without stopping for discussion of the four steps or the questions. Use a lot of enthusiasm and have fun teaching the activity.

Discussion

Review the four assessment questions. Ask each teacher to state who they observed and how they rated that person on each of the questions. If there are disagreements, discuss these, allowing everyone to talk about what they saw.

Encourage further discussion by asking some of the following questions:

--Were you able to see what you needed to know to answer the question?
--How difficult was it to decide the ratings?
--What did you think of the activity?
--How could the activity have been better?
--Do you see how it teaches reading talent?

IV. FILLING OUT A TALENT EDUCATION PLAN

Introduction

Remind the teachers that a Talent Education Plan (TEP) needs to be completed for each identified child in each talent area. Thus if a child is identified as talented in two or more areas, a TEP should be written for each talent area. After completing the initial assessment of the first three talent activities, the teacher, aide, BOHST trainer, and possibly the child's parents need to meet to complete the form. Prior to this TEP meeting, the teacher should fill out the top portion of the TEP and distribute a copy of the form to everyone who will be attending. Thus everyone, including the teacher, will have a chance to organize and jot down their ideas beforehand. The child's parents should be invited to the meeting or later given a copy of te completed form on which to offer their input.

The Talent Education Plan

Give everyone a blank copy of a TALENT EDUCATION PLAN.

Point out that this form includes a place at the top to write the child's name and to write in the skill area in which he/she needs the most help and the one in which he/she is strongest and perhaps needs more challenge. The teacher should use the initial assessment from the child's Talent Assessment Record to determine the skill area(s) that need improvement and those that need enrichment.

Explain that the bottom four sections under "Plans" are to be filled out at the conference. These four sections are to help the teacher adapt the classroom to better serve the child who has been identified.

Discuss each of the four parts:

> FOCUS ON THE ENVIRONMENT includes ways that a teacher can change the classroom, for example the way materials are set out or the way the classroom schedule is set up. Ways to change the environment and how to set up learning centers in the room will be discussed at the next workshop.
>
> FOCUS ON THE CURRICULUM includes ways to adapt the activities in the curriculum. Explain the the teachers need to look carefully at the activities and try to figure out ways to make the different steps both harder and easier to match the needs of their children.
>
> FOCUS ON SPECIAL ACTIVITIES includes things that can be done to enrich the program, for example bringing in guests to share ideas or taking the children on trips.

FOCUS ON THE TEACHER includes ways for the teacher to enrich herself or himself--to broaden interests and skills in the talent area. For example, the teacher may choose to take a course, read a book, watch a program, go to a play or concert, try a project or do anything that would help him or her learn more about the talent area(s) of the identified children.

Point out that instructions for completing the TEP are also included in the Talent Programming manual. Address any questions that the participants may have about the Talent Education Plan.

Case study of a talented child

Explain that you are going to give the participants some information about a talented child and give them an opportunity to fill out a TEP--Talent Education Plan. Distribute copies of the CASE STUDY OF A TALENTED CHILD. Read the description of Mabel and her classroom as a group.

Explain that Mr. Logan, Mabel's teacher, has done the first three activities in the Talent Programming Manual for math and has filled out the Math Talent Assessment Record. Distribute the filled-out copies of MABEL'S MATH TALENT ASSESSMENT RECORD.

Ask the participants to look at Mabel's ratings on the first three activities. As a group figure out the average score for each skill area by adding together the scores for each skill area and dividing by three. The correct answers are as follows:

KNOWING NUMBERS	3.7
SEEING CONNECTIONS	2.7
ABSTRACTION	3
USING MATH	2

Ask the participants to choose which of the four skill areas is the strongest (KNOWING NUMBERS) and which is the weakest (USING MATH).

Divide the participants into small groups of not more than four people. Have the groups pull their chairs into small circles. Distribute a blank TALENT EDUCATION PLAN to each group. Have each group work together to fill out Mabel's TEP from the information you have given them. Make sure that everyone understands the four areas of focus--refer the participants to the written definitions in the Talent Programming manual.

Discussion

After each group has completed the TEP form, ask the participants to rejoin the larger group. Take time for each group to report what they have filled in for each of the four areas. Discuss the suggestions and ideas presented.

Distribute copies of the SAMPLE COMPLETED TALENT EDUCATION PLAN. Discuss how it compares to the TEPs completed by each group, keeping in mind that there are many appropriate ways to complete a TEP.

V. END-OF-THE-YEAR TALENT REPORT

Ask the participants to turn to the last set of forms in the Programming Materials section, the End-of-the-Year Talent Reports.

Explain that the purpose of this form is to be sure that the child's next teacher is aware both of the child's special abilities and of the activities he/she has participated in during the year to strengthen that talent.

Each End-of-the-Year Talent Report is made up of two or more pages. The first page or cover page explains the child's involvement in the BOHST project, and the second page or pages describe the child's talent(s) in more detail. There are nine possible "second" pages, one for each talent area. On the left are descriptions of the four skill areas within the talent and a column for recording the final average ratings in each skill area from the Talent Assessment Record. Also included is a "General Description of Classroom Activities." This brief description of the talented child's activities will give the child's next teacher a better idea of the kind of activities the child has been involved to develope his or her talent. The right-hand side of the page allows room for the teacher to comment on how the child performed in each of the skill areas.

Address any questions the teachers may have about completing this form.

VI. SCHEDULING OBSERVATION/CONSULTATION TIMES

Pass out the OBSERVATION OF TALENT ACTIVITIES forms explaining that this is the form that you will be using when you come to observe each teacher.

Each teacher needs to set a time for you to come and observe him/her teaching a talent activity to a small group. Pass around the OBSERVATION/CONSULTATION SIGN-UP SHEET. Make sure that you have indicated the days and times that you are available. Have each teacher choose a time both for you to come and observe and for a half-hour consultation. If possible, the teacher should sign up for a conference on the same day as your observation.

Make sure that the teachers understand what will happen:

--They will be teaching one of the first three assessment activities in a talent area in which one of the children in their classroom has been identified.

--You will be observing the teacher using the Observation of the Talent Activities form which has been distributed to them.

--You will be giving them feedback on their teaching of the activity during the conference. You will also be checking to make sure that they are filling out the Talent Assessment Record correctly.

--During this conference, you will be setting up TEP meetings for each of the identified children in their classroom.

VII. WRAP-UP

Before ending, review what has been presented at the workshop:

--The Talent Programming manual was presented and reviewed.

--The built-in assessment of talent development was discussed.

--The group had an opportunity to roleplay an activitiy in the Reading Talent area and to fill out a Talent Assessment Record.

--The Talent Education Plan was explained.

--A case study of a child who was identified as having potential math talent was presented and the teachers had an opportunity to develop a Talent Education Plan for that child.

--The purpose of the End-of-the-Year Report was discussed.

--Each teacher signed up for an observation time to watch them teaching a talent activity. The teacher will be meeting with you for half an hour afterwards to discuss how it went.

Before ending, ask if anyone has any questions. Invite the participants to come up and talk to you afterwards about any concerns or questions they may have.

Distribute the WORKSHOP EVALUATION forms and ask the participants to complete and return them to you before they leave.

After the Talent Programming Workshop

1. Visit each of the teachers at the times for which they signed up. Try to arrive about five minutes early and ask for a space in the room from which you will be able to sit and watch without disturbing the small group.

2. Take the following items to the observation:

   --a copy of the TALENT PROGRAMMING manual
   --a copy of the OBSERVATION OF THE TALENT ACTIVITIES

3. While watching the teacher, fill out the Observation of the Talent Activities form. Focus on writing down what the teacher is doing well. Add specific comments and examples. If the teacher is having difficulty with a skill, write down some suggestions.

4. Remind the teacher about the consultation before you leave. Thank him/her for letting you watch and say something positive.

5. At the consultation, bring the Observation of the Talent Activities form to share. Talk briefly about what you saw. State what you saw in a positive way. Focus on what you liked. Offer suggestions for improvement.

6. Spend some time talking about the assessment procedure and if you agreed with the teacher's coding of the child's skills. Ask to see the Talent Assessment Record and make sure the teacher is filling it out correctly.

7. Explain that you will be having another conference after the first three activities are completed. At that time, you and the teacher (and the aide, any appropriate ancillary staff, and possibly the child's parents) will be filling out the Talent Education Plan (TEP). Make sure the teacher understands what he/she needs to do before that meeting:

    1. Teach the first three initial activities to the identified child and rate the child on the Talent Assessment Record.

    2. Average the ratings on the initial activities.

    3. Fill out the top portion of the TEP and distribute a copy to everyone who will be attending the meeting.

    4. Jot down ideas for completing the TEP.

Talent Programming Workshop

Overheads and Handouts

- Reading Talent Assessment Record
- Mabel's Math Talent Assessment Record
- Talent Education Plan
- Completed Math Talent Education Plan
- Case Study of a Talented Child
- Observation of Talent Activities

Child ______________________________

Teacher ____________________________

School _____________________________

READING TALENT ASSESSMENT RECORD

Directions: After the child has completed the talent activity, circle the number which best describes the performance.

Rating Scale

1 - Can't Do
2 - Attempts With Difficulty
3 - Does Adequately
4 - Does Well

ACTIVITY	Date	SPEAKING CLEARLY	LISTENING PHONETICALLY	UNDERSTANDING IDEAS	DECODING
Personal Interviews		Can the child tell about his or her experiences? 1 2 3 4	Can the child supply a missing word after hearing the beginning sound? 1 2 3 4	Can the child answer questions about a story? 1 2 3 4	Can the child find his or her name and circle it? 1 2 3 4
Treasure Hunt		Can the child describe and tell why something is valuable? 1 2 3 4	Can the child find the treasure by listening to a rhyming clue? 1 2 3 4	Can the child set up a treasure hunt? 1 2 3 4	Can the child 'read' symbols? 1 2 3 4
Having Fun With Poetry		Does the child use descriptive words when discussing experiences? 1 2 3 4	Can the child associate a letter with a sound? 1 2 3 4	Can the child answer questions about the meaning of a poem? 1 2 3 4	Can the child identify a repeated sound? 1 2 3 4
AVERAGE					
Under the Big Top		Can the child announce his performance? 1 2 3 4	Can the child finish a word if he is given the beginning sound? 1 2 3 4	Does the child understand three-step directions? 1 2 3 4	Can the child match identical symbols? 1 2 3 4
Round Robin Story Telling		Can the child make up a part to a story? 1 2 3 4	Can the child supply a missing word after hearing only the beginning sound? 1 2 3 4	Can the child answer questions about the story? 1 2 3 4	Can the child create a symbol to stand for part of the story? 1 2 3 4
Name Scramble		Is the child able to express an opinion? 1 2 3 4	Can the child identify the beginning sound of his or her name? 1 2 3 4	Can the child identify two names which contain the same letter? 1 2 3 4	Can the child reconstruct his or her name? 1 2 3 4
Word Bingo		Can the child give word clues to the other children? 1 2 3 4	Can the child match words that rhyme? 1 2 3 4	Can the child choose a word which will accurately complete a sentence? 1 2 3 4	Can the child match a word to the picture it represents? 1 2 3 4
Let's Go Shopping		Can the child tell about a favorite kind of store? 1 2 3 4	Can the child think of words which begin with a specific sound? 1 2 3 4	Can the child contribute ideas for ways to organize a store? 1 2 3 4	Can the child match a picture with the beginning sound? 1 2 3 4
What's In a Story?		Can the child make up a new ending to the story? 1 2 3 4	Can the child state words that rhyme? 1 2 3 4	Is the child able to answer questions about the structure of the story? 1 2 3 4	Can the child match identical words? 1 2 3 4
Rhyming Riddles		Can the child look at a picture and then make up a riddle about the object it represents? 1 2 3 4	Can the child give an answer that rhymes? 1 2 3 4	Can the child answer questions about the riddle? 1 2 3 4	Can the child tell which words rhyme by the way they look? 1 2 3 4
AVERAGE					

Child Mabel

Teacher Mr. Logan

School Washington

MATH TALENT ASSESSMENT RECORD

Directions: After the child has completed the talent activity, circle the number which best describes the performance.

Rating Scale

1 = Can't Do
2 = Attempts With Difficulty
3 = Does Adequately
4 = Does Well

ACTIVITY	Date	KNOWING NUMBERS	SEEING CONNECTIONS	ABSTRACTION	USING MATH
Birthday Chart		Can the child name the correct number of birthdays in a given month? 1 2 [✓ 3] 4	Can the child compare birthday information as shown on the chart? 1 2 [✓ 3] 4	Can the child relate the total number of colored squares to the total number of children in the class? 1 2 3 [✓ 4]	Can the child correctly fill in a similar chart with little or no teacher assistance? 1 [✓ 2] 3 4
Measure Up		Does the child show an understanding of numbers by measuring? 1 2 3 [✓ 4]	Does the child show understanding of units of measurement by giving examples? 1 [✓ 2] 3 4	Is the child able to predict that it will take more smaller items than large ones to measure the same length? 1 2 [✓ 3] 4	Can the child measure correctly using a variety of tools? 1 2 [✓ 3] 4
People Patterns		Can the child correctly identify the number of chairs in a set? 1 2 3 [✓ 4]	Can the child identify a pattern and continue it? 1 2 [✓ 3] 4	Does the child show understanding of patterning by creating new people patterns? 1 [✓ 2] 3 4	Can the child identify a less obvious pattern? [✓ 1] 2 3 4
AVERAGE					
Special Order		Can the child put numbers in their proper sequence? 1 2 3 4	Can the child match numerals on the clothespins with the numbers represented by the dots? 1 2 3 4	Does the child show understanding that any set of objects can be represented by a matching numeral? 1 2 3 4	Can the child find a set of objects to match the number? 1 2 3 4
Equal Groups		Can the child accurately count the number of beans and the number of groups? 1 2 3 4	Can the child correctly compare groups that are equal? 1 2 3 4	Can the child identify the total number of beans as staying the same regardless of the number of groups? 1 2 3 4	Can the child divide a given number of objects into equal groups in at least two different ways? 1 2 3 4
And They're Off		Can the child identify and count the numbers on the yardstick and on the die? 1 2 3 4	Can the child mentally add two numbers? 1 2 3 4	Does the child understand that a number can be the sum of several smaller numbers? 1 2 3 4	Can the child add numbers to a total of 36? 1 2 3 4
One More, One Less		Can the child identify the number of bears? 1 2 3 4	Can the child add or subtract mentally? 1 2 3 4	Does the child show understanding of number relationships by mentally adding and subtracting one from a number? 1 2 3 4	Can the child add or subtract one from larger numbers? 1 2 3 4
It's About Time		Can the child correctly state the number of seconds? 1 2 3 4	Can the child choose which number of seconds is a longer time? 1 2 3 4	Can the child predict a reasonable time by comparing the other numbers? 1 2 3 4	Can the child estimate a reasonable amount of time in other situations? 1 2 3 4
Stone Wizard		Does the child count the stones correctly? 1 2 3 4	Does the child demonstrate an understanding of "more" or "less" by responding correctly to the clues? 1 2 3 4	Can the child correctly give clues to the rest of the group? 1 2 3 4	Can the child correctly answer more difficult clues? 1 2 3 4
Fair Shares		Can the child correctly divide the lump of clay into four parts? 1 2 3 4	Does the child show understanding of one-to-one correspondence by putting a lump of clay on each plate? 1 2 3 4	Can the child apply the one-to-one concept by stating correctly how many treats each person will get? 1 2 3 4	Can the child correctly name how many items each child will get? 1 2 3 4
AVERAGE					

Talent Education Plan

Child's Name ____________________

Talent Area ____________________

Teacher ____________________

School ____________________

Date ____________________

Skill areas that need improvement:	Skill areas that need enrichment:

Plans - to be filled out at the conference	Update - to be filled out as you g
FOCUS ON THE ENVIRONMENT Ways to change your classroom:	What you've done/Comments
FOCUS ON THE CURRICULUM Ways to adapt the activities:	What you've done/Comments
FOCUS ON SPECIAL ACTIVITIES Ways to enrich your program:	What you've done/Comments
FOCUS ON THE TEACHER Ways to change yourself:	What you've done/Comments

Talent Education Plan

Child's Name Mabel

Talent Area Math

Teacher Ed Logan

School Washington

Date January 20

Skill areas that need improvement:	Skill areas that need enrichment:
Using Math	Knowing numbers

Plans - to be filled out at the conference	Update - to be filled out as you g
FOCUS ON THE ENVIRONMENT **Ways to change your classroom:** -Set up a math corner with many kinds of counting games, an old adding machine, cash register, pattern cards and rulers -Incorporate math concepts into everyday situations such as figuring out how many things we need for snacks or what size container we need to hold the toys, etc. -Rotate math counting materials, using simple objects which appeal to Mabel, for example, cars and bears. -Put up a map of the room.	What you've done/Comments -Cleared space for a math corner and got some interesting materials from local merchants for counting games. -Allowed the children more free time to explore whatever they are interested in.
FOCUS ON THE CURRICULUM **Ways to adapt the activities:** -Once a week, after a math talent activity, plan a follow-up activity for Mabel, stressing new ways to apply the concept learned in the activity. -Ask Mabel to teach math games to the other children. -When asking Mabel questions, use larger numbers and more difficult examples.	What you've done/Comments -Rearranged my schedule so I could work with Mabel for five minutes each day. -Asked Mabel to tell me about the patterns in the leaves, fabric and pictures I added to the math corner. -Taught Mabel how to do dot-to-dot worksheets that go up to 50. -Worked with Mabel on simple story problems.
FOCUS ON SPECIAL ACTIVITIES **Ways to enrich your program:** -Introduce new math games. -Invite a cashier or architect to talk to the class about how they use math in their work. - Take a field trip to an architect's or surveyor's office.	What you've done/Comments -Asked JoAnn from the IGA to visit the class and demonstrate how she uses a cash register. -Taught Mabel a new game using graphs.
FOCUS ON THE TEACHER **Ways to change yourself:** -Take a course in math. -Watch a television program about patterns in nature or numbers. -Get some simple math game books from the library. -Pay attention to how I use math in my everyday life - i.e.: knitting, preparing supper, sorting laundry.	What you've done/Comments -Found a neat course - love it! -Talked with my teacher about Mabel and got helpful ideas. -Checked out some books and found two appropriate games.

Case Study of a Talented Child

Mabel:	Mabel is a little girl who has been identified as potentially talented in math. She can count to fifty, knows all her numerals, and is beginning to tell time. She asks a lot of questions about numbers; for instance, how many children are left if five are absent on a given day. Mabel spends a lot of time by herself and has not really formed friendships with any of the other children.
Her classroom:	Mabel's classroom contains 20 children. Her teacher, Mr. Logan, has an aide and sometimes has parents in the classroom to volunteer. Mr. Logan has never been very good at math and has trouble understanding how it could be interesting. In the classroom, he has many objects around that the children could count and a set of plastic numerals out on a shelf. Several of the other children in Mabel's class do not count yet. At snacktime, he asks his aide to set the table and to put out two crackers for each child.

OBSERVATION OF THE TALENT ACTIVITIES

Child's name ______________________

Talent Area ______________________

Lesson ______________________

Teacher ______________________

School ______________________

Date ______________________

Observer ______________________

Skills	√	Comments & Suggestions
The group is well selected--the other children are able to participate comfortably in the activity.		
You have prepared well for the activity--have all the materials you need on hand and know the gist of the lesson.		
You present the activity clearly and enthusiastically--maintaining the children's interest.		
You are able to accurately assess the talented child(ren)'s performance in the four skill areas. Skill areas and questions (note below): 1. 2. 3. 4.		
You modify the activity to meet the talented child's needs.		
You provide some follow-up suggestions to the children of ways to extend the activity (if appropriate).		

Environment Workshop

ENVIRONMENT WORKSHOP

OVERVIEW OF THE WORKSHOP

I.	GETTING STARTED	5 MINUTES
II.	ROLE-PLAYING THE WORST AND BEST CASE	20 MINUTES
III.	BRAINSTORMING	20 MINUTES
IV.	SHARING INFORMATION FROM THE FIELD	20 MINUTES
V.	TAKING IT BACK TO THE CLASSROOM	10 MINUTES
VI.	SCHEDULING OBSERVATION/CONSULTATION TIMES	10 MINUTES
VII.	WRAP-UP	5 MINUTES

SUMMARY OF MATERIALS TO BE PREPARED AND GATHERED:

1. ROLE-PLAYING CARDS AND SCRIPTS.
2. COPIES OF THE HANDOUT BEHAVIORS WHEN TEACHING TALENTED AND GIFTED CHILDREN.
3. COPIES OF TALENT STIMULATION IDEAS HANDOUT.
4. OVERHEAD PROJECTOR AND SCREEN.
5. CHALKBOARD AND CHALK OR LARGE PIECE OF WHITE PAPER, TAPE, AND MARKER.
6. OVERHEAD OF SOME CHARACTERISTICS OF TALENTED AND GIFTED CHILDREN.
7. SIGN-UP SHEET FOR OBSERVATIONS AND CONSULTATIONS.
8. REMINDER CARDS.
9. WORKSHOP EVALUATION FORMS

ENVIRONMENT WORKSHOP

INSTRUCTIONS TO THE BOHST TRAINER

Before the Workshop

PURPOSE

The purpose of this workshop is to help the teachers change the environment of their classrooms to better meet the needs of all the children including those who may be talented or gifted. Three things that affect the environment will be addressed:

--The teacher´s behavior and tone when teaching.
--The classroom arrangement, including interest centers.
--The daily schedule of activities.

GETTING READY

Your job in leading this workshop includes the following:

1. Reading through these instructions at least twice.

2. Setting up the room so that everyone can see an area where the role-playing activity takes place.

3. Preparing the following MATERIALS:

For the role-play activity:

- Role-playing cards (on separate cards write each description of the three child characters--included at the end of this workshop).
- The scripts for the role-plays (included at the end of this workshop).
- Copies for everyone of the handout Behaviors When Teaching Gifted and Talented Children.

For the brainstorming activity:

- Chalkboard and chalk or large piece of white paper, tape, and marker.
- Watch or clock.
- Overhead projector and screen.
- Overhead entitled Some Characteristics of Talented and Gifted Children.

For sharing information from the field:

- Copies for everyone of the handout Talent Stimulation Ideas.

For taking it back to the classroom:

- None

For scheduling observation/consultation times:

- Copies of the observation/consultation sign-up sheet indicating available dates and times.
- Reminder Cards for the participants.

For wrap-up section:

- A Workshop Evaluation form for each participant.

At the Workshop

I. GETTING STARTED

Tell everyone what the workshop will be about--planning a classroom environment that will work for both the children that they have identified as having talents as well as for everyone else. Explain that you will be looking at three things that make a big difference--

1. teaching behaviors, especially those that affect the tone of the classroom--how positive or negative we are when we teach.
2. the physical arrangement in the classroom, including how materials are put out on the shelves, the way furniture is arranged, how different areas of the room are used and the development of interest centers.
3. classroom schedule, meaning both the daily schedule and special events.

Before you get started, tell the teachers what is going to happen during the workshop--

- --you are going to be role-playing both an awful and a good lesson to give them a chance to observe and think about how teachers affect the environment of a classroom.
- --they are going to brainstorm some ways to change the classroom environment.
- --you are going to share some ideas from the literature that they might find helpful.
- --they are going to decide what it is they want to work on in this area, and you are going to set up a time to come and observe.

Ask if anyone has any questions about what is going to happen during today's workshop. After you have answered any questions go on to the next section.

II. ROLE-PLAYING THE WORST AND BEST CASE

Introduction

You will be doing two short role-plays with the teachers. The first one is an exaggerated example of how NOT to do it. Sometimes seeing a negative example can help people see what is different about a positive example. The second role-play will show a positive example of how to teach a lesson.

Tell the teachers that you are going to try two different role-plays in order to look at how teacher behavior affects how children feel. Explain that the first role-play will show an awful lesson and the second one will show a good lesson.

Give each teacher a copy of the handout called BEHAVIORS WHEN TEACHING GIFTED AND TALENTED CHILDREN. Go over these with the teachers, discussing each of the behaviors listed. Tell the teachers to use these handouts to jot down notes about what they see during the role-play.

Role-Play

Explain that you are going to be the teacher. Ask for three volunteers to be the children. Give each volunteer a ROLE-PLAY CARD with information about what he or she is supposed to do. Make sure you know who is playing Sheila, Lorrie, and Willie. Show them where they are to sit.

Sample scripts for the role-plays are included with this workshop.

Feel free to improvise and use your own language during the role-play. Notice that there are some places where you will have to respond to something someone else says. Since this can change, you will have to decide what to say when you hear it. Remember your character. For the first role-play, your character is a difficult and impatient preschool teacher. For the second role-play, your character is a positive and energetic preschool teacher.

Now do the role-plays. Have fun with them and be a little silly.

Discussion

Now have everyone reflect on what they saw and what they felt during the role-plays. Ask both the participants and the observers. Talk about the teaching behaviors listed on the sheet you handed out. Ask the group to name examples of the six teaching behaviors.

Talk about how these teaching behaviors affect the environment or the overall feeling of the classroom. How do children change in response to these different teaching behaviors?

III. BRAINSTORMING

Introduction

Just as there are special optimum characteristics and behaviors for teachers of the gifted and talented, there are special adaptations needed in the classroom to best meet the needs of talented children.

Explain that the teachers are going to talk about ways to change the environment of their classrooms to meet the needs of the talented children while keeping in mind the needs of all the children. You will be leading them through a brainstorming activity to devise ways to adapt their classroom concentrating on three areas--

--changing the physical arrangement
--changing the schedule of events
--changing their own behavior

Before starting, put up the overhead called SOME CHARACTERISTICS OF TALENTED AND GIFTED CHILDREN. Review these traits. As you read each characteristic, ask the teachers to raise their hands if they notice these traits in the children they have identified. Be sure to mention that not all talented and gifted children will have all of these traits. This is just a list of some things that might appear.

Leave this overhead up during the brainstorming session to help people think of ideas for changing the environment in ways to accommodate these traits.

Brainstorming session

Remind the group of the rules of brainstorming:

1. All answers are acceptable.
2. Avoid commenting about other people's ideas. Instead use their ideas to come up with more ideas yourself.
3. Plenty of time is needed. A long pause doesn't mean everyone is done. Sometimes the best ideas come after a long silence.

Divide the chalkboard or large piece of paper into three parts and label:

YOUR ROOM   YOUR SCHEDULE   YOURSELF

As people suggest ideas, you will be writing them in the three columns. The ideas can relate to any of the eleven traits of children listed on the overhead.

Leave yourself plenty of room to write.

When everyone runs out of ideas, tell them you want each of them to come up with at least one more. Wait one minute (60 seconds by your watch) and then go around one more time and ask each person to make one more suggestion.

Thank everyone for their ideas.

IV. SHARING INFORMATION FROM THE FIELD

Now it is time to share some ideas from the professional literature about ways to change the classroom environment to meet the needs of talented children.

Distribute the handout TALENT STIMULATION IDEAS which lists some suggestions for encouraging talent in young children. Review the handout with the teachers by pointing out important information from each of the six categories---learning centers, self-directed activities, displays and performances, use of outside resources, creativity development, and problem-solving practice. In each area be sure to explain what it means and why it is important for stimulating talent as well as discussing some of the tips for implementing it in the classroom. When you mention things that people brought up during the brainstorming, remind them that they already came up with this idea themselves. Compliment them on thinking of the same idea as the experts in the field.

V. TAKING IT BACK TO THE CLASSROOM

Remind everyone that they heard many ideas for making changes in their classroom environment to meet the needs of talented children. Included in these ideas are ways to change the physical arrangement, the schedule of activities, and themselves. Now ask each of them to think of one or two ways that they would like to change their classroom environment. These goals may include some major adjustments such as the following:

--be more positive with the children
--use learning centers

--have a more open classroom
--have ongoing independent projects.

If they have more than one goal, ask them to pick the one they think is most important.

Now ask them to try to think of a minor change to start with--a simple, small job that they could get done within the next week. Explain that if they try to do too much at once, it will be harder to change. If they pick something they can have success at, then they will feel better and be able to do more in the long run.

For instance, if they said they wanted to start using learning centers, have them think of one thing they could do in the next week to get started. An example might be one of these ideas:

--Decide on the topic for the first learning center.
--Decide on the area of the room.
--Start gathering materials in a box.
--Send a note around to other teachers to ask for materials.
--Go to the library to look for pictures and books on the topic.

If they have decided on a goal for themselves, such as to be more positive with children, then some small jobs might be as follows:

--To give more praise to children during small group time.
--To figure out a way to remind themselves to do this (putting up a poster, asking the children to raise their hand each time they hear the teacher say something good about them, keeping track for themselves by putting tally marks in the corner of the lesson plan).

The small jobs should be something they complete by the time you come to visit again. Explain that you will be watching for the change they are working on and will give them feedback on what you see. After the observation, you will discuss what you noticed in this goal area and talk about the next small job.

VI. SCHEDULING OBSERVATION/CONSULTATION TIMES

Explain that each teacher needs to schedule an observation time with you. Pass around the OBSERVATION/CONSULTATION SIGN-UP SHEET. Be sure that you have indicated the days and times that you are available.

Give each teacher a REMINDER CARD to complete and take with them. Ask each teacher to write down the small job they want to accomplish on the Reminder Card. Be sure you know what they are so that you can look for their accomplishment when you observe.

VII. WRAP-UP

Review what was accomplished at the workshop:

--The teachers participated in a role-playing activity which characterized good and bad teaching.

- --The teachers participated in a brainstorming session and suggested ways to meet the needs of talented children through the arrangement of the room, the schedule, and the behavior of the teacher.
- --Some information from experts in the field was shared.
- --The teachers identified goals for themselves.

Ask if there are any questions concerning this workshop.

Distribute the WORKSHOP EVALUATION forms. Ask the participants to complete and return the evaluations before they leave.

After the Workshop

1. Visit each of the teachers at the time for which they signed up. Try to arrive about five minutes early and ask for a space in the room from which you will be able to sit and watch without disburbing the classroom.

2. Take an OBSERVATION/CONSULTATION EVALUATION form with you as well as paper and pencil for jotting down notes. Be sure you know what the teacher's major goal is and what he/she chose as the first small job.

3. While observing in the classroom, focus on the positive environmental changes that have been made. Write down specific comments and examples about the changes. Also note any suggestions you have for further improvement.

4. Remind the teacher about the consultation before you leave the classroom. Thank the teacher for letting you watch and say something positive about what you saw.

5. At the consultation, share with the teacher your notes and suggestions for improvement. Since this will be your last consultation, take the time to briefly review the year--how it went, how it could be improved for next year. Be sure to point out any positive changes you have seen over the year.

6. At the end of the consultation, ask the teacher to complete and return to you an OBSERVATION/CONSULTATION EVALUATION form.

SAMPLE SCRIPT FOR THE ENVIRONMENT WORKSHOP

ROLEPLAY #1--THE WORST CASE

TEACHER: Today we are going to talk about some animals that live on a farm. Each of you is to name one thing you might see on a farm. Sheila, you are staring out the window. What did I ask you?

SHEILA: Well, ummmm.

TEACHER: (immediately) Forget it, Sheila. You weren´t listening.

(Lorrie raises his hand and starts waving it.)

TEACHER: Let´s see what strange answer Willie has for us today. Willie do you think you can answer the question?

WILLIE: I figured out a way to build a silo out of an oatmeal box, and I´m going to build a whole farm....

TEACHER: That´s was not the question I asked, Willie. When you get ready to listen, maybe I will ask you again.

LORRIE: Teacher! I know the answer.

TEACHER: Lorrie, did I call on you? Now I´ll try again. What is something you find on a farm?

LORRIE: A cow.

TEACHER: Lorrie, I did not call on you. You have given me a headache. All right line up to go to the bathroom. I can see this farm lesson is a waste of time.

SAMPLE SCRIPT FOR THE ENVIRONMENT WORKSHOP

ROLEPLAY #2--A BETTER CASE

TEACHER: We´ve been talking about farms this week. Today you are each going to have a chance to tell me one thing you might see on a farm and why it is there.

(Lorrie raises his hand and starts waving it)

TEACHER: Good Lorrie has thought of something already. Hold on a minute, Lorrie, and give everyone else a chance to think. I´ll say the question again and then give everyone 10 seconds to think of something really good.

My question: What is something you might see on a farm and why is it there? Remember to wait. Put your hand over your mouth and hold in your answer. (Teacher looks at her watch and waits 10 seconds)

Nice job of waiting, Lorrie. What is your answer?

LORRIE: A cow.

TEACHER: Good. And why is a cow on a farm?

LORRIE: It lives in the barn.

TEACHER: Right, but WHY does a farmer have a cow?

LORRIE: A cow eats grass.

TEACHER: You have said some important things about cows. Shiela, can you think of why a farmer keeps a cow?

SHEILA: UMMM

TEACHER: What do we get from cows?

SHEILA: Milk

TEACHER: So why is a cow on a farm?

SHEILA: To give milk.

LORRIE: We get milk from cows.

WILLIE: And calves. That´s how we get meat.

TEACHER: Good idea, Willie. From calves, we get veal, and when they grow up, we get beef. So that´s another reason cows live on a farm. You are all telling me a lot about cows. Did someone think of something else that you might find on a farm? Let´s give Sheila a minute to say what she thought of.

SHEILA (after a few seconds): A fence will keep animals off the road.

TEACHER: Terrific answer. Sheila said that a fence is found on a farm and she told us why it is there--to keep the animals in so they don't wander onto the road and get hit by a car.

LORRIE: I saw a dead raccoon on the road.

TEACHER: Yes, animals get hit by cars. That's why it's a good idea to keep them fenced in.

WILLIE: If a car hit a cow, the car would get smashed. (Makes smashing noise) All the people would get hurt. If a car hit a pig, the pig would make a real mess. I'm going to drive around that pig (Pretends to be driving--holding steering wheel. Makes swerving motion and noise.)

TEACHER: Willie has thought of another animal that lives on a farm and that the farmer keeps inside a fence. Willie, do you want to tell us about a pig or about something else that you might see on a farm?

WILLIE: I had another idea.

TEACHER: Great. Let's hear it.

WILLIE: We could build a barn and a silo out of boxes and make a whole farm right here. I could make little clay animals.

TEACHER: You thought of a lot of things, Willie. Why does a farmer have a silo on the farm?

WILLIE: To go inside and shout and make an echo.

TEACHER: What might the farmer keep inside the silo?

(Sheila raises her hand slightly)

TEACHER: Sheila?

SHEILA: Crops.

TEACHER: Right! All kinds of crops that the farmer is saving. Let's make a list of these.

DESCRIPTION OF THE THREE CHILD CHARACTERS

SHY SHEILA--You hesitate a long time before answering. You have good answers and a lot of information, but are very shy about responding.

LOUD LORRIE--You speak in a loud voice and have trouble waiting your turn. As soon as a question is asked, you raise your hand or try to answer. You have a lot of information, but often misunderstand the question.

WILD WILLIE--You come up with some different ideas that no one else has thought of. Once you get an idea, you are able to think of many more.

Environment Workshop

Overheads and Handouts

- Behaviors When Teaching Gifted and Talented Children Handout
- Talent Stimulation Handout [6]
- Some Characteristics of Talented and Gifted Children Overhead

BEHAVIORS WHEN TEACHING TALENTED/GIFTED CHILDREN

Listed below are some characteristics exhibited by teachers who are successful at teaching the gifted. Along with each characteristic are some descriptions of the behaviors a teacher might use.

CHARACTERISTICS	BEHAVIORS
Sensitive	1. Understanding that talented/gifted children may set unrealistically high standards for themselves.
	2. Knowing that these children may have problems interacting with peers. Encouraging the development of social skills.
	3. Perceiving that these children are often unusually sensitive and helping them work through their feelings.
	4. Helping children to discover their limitations.
Good Self-Concept	1. Maintaining one's confidence in the face of daily questioning and challenges.
	2. Admitting that you don't know.
	3. Encouraging self-expression.
	4. Involving children in decision making.
Flexible	1. Encouraging different answers, new ideas.
	2. Encouraging variety in the use of time, space, and materials.
	3. Providing a wealth of materials at different levels.
	4. Allowing alternative ways of doing things.
Enthusiastic, Stimulating	1. Maintaining a high level of interest in the children's activities.
	2. Giving help when needed in seeking additional information.
	3. Sustaining the children's interest while you are teaching by physically moving through the room, varying your tone of voice, and using different techniques or approaches.
	4. Praising smiling, laughing, and showing authentic feelings.
Challenging	1. Asking high order questions - such as in the detective, inventor and judge activities.
	2. Leading children to discover and solve problems.
	3. Encouraging long term and indepth investigations of special interests.
	4. Adapting material to individual needs.
	5. Giving children leadership roles.
	6. Exposing children to new experiences - eg: field trips, experts in the field.
Good Sense of Humor	1. Seeing the humor in situations.
	2. Accepting way-out answers. Laughing with the children.
	3. Modeling humorous responses yourself.

TALENT STIMULATION IDEAS

Below are six major categories of ideas for stimulating the development of talent in general. Each category includes a definition of the area, an explanation of its importance, and tips for implementing it in the classroom.

1. LEARNING CENTERS

WHAT? A learning center is usually an area of the room which is set aside for independent discovery and exploration. It can be any space available ranging from a corner, a desk, some drawers, a table, or whatever space is available. In this space material is set out attractively, often with simple directions that children can follow on their own. Children can do things like build, mix, and experiment or learn about things by looking, listening, and touching.

WHY? Since intellectual curiosity and a strong motivation to learn are among the characteristics of many talented children, learning centers provide an opportunity for these children to explore new areas at their own pace.

TIPS --

-- Start with a center on a topic that interests you as well as the children.
-- Set up an area where children can learn about a particular topic (for instance, growing plants, magnets, or elephants).
-- Set up an area where children could do a certain activity independently. Some examples might be painting, making play dough, playing a record, listening to a story tape, etc.
-- Before opening the learning center, talk to the children about how to use it and what the rules are.
-- Place the learning center in an area where the noise level is appropriate (for instance, don't place a music center next to a reading center.
-- Rotate materials frequently to keep the learning center interesting.
-- Keep the materials in good condition.
-- Make sure there's enough space to perform the activitiy. For instance, it would be difficult for children to mix play dough on the same table with a display of books without getting flour on the books.
-- Make the rules for the center clear from the beginning.
-- Arrange simple set-up and clean-up procedures that the children can do on their own.
-- Decide how many children can be in the center at one time and how to control the flow of children in and out of the learning center.

2. SELF-DIRECTED ACTIVITIES

WHAT? Self-directed activities are projects children undertake on their own either by themselves or with one or two other children.

WHY? Since research has indicated that gifted children are often independent, resourceful, and have many interests, the encouragement of self-directed activities in the classroom is important. By allowiing children to pursue special interests, the teacher encourages them to conduct indepth investigations of topics which interest them.

TIPS --

- Supply books and information which may be needed.
- Keep assorted junk on hand such as:
  - wood scraps
  - boxes
  - cardboard rolls
  - fabric scraps
  - broken appliances
  - paper scraps
  - egg cartons
- Reserve an area of the room for long-term projects. If you have two sessions of children, it is especially important to store projects where they will not be disturbed.
- Be sure to schedule some time each day for children to work on projects.
- Be alert to indications that the child might be interested in a specific topic, and help direct the child's interest, if necessary.

3. DISPLAYS AND PERFORMANCES

WHAT? Displays and performances create opportunities for exhibiting the children's talents. They can be actual performances, exhibits of work, or classroom discussions.

WHY? The development of a positive self-concept is extremely important if children are to fully develop their talents. One technique that teachers can use to encourage talent development is to allow children to exhibit their work, either through attractive displays or through their performances.

TIPS --

- -- Display artwork and other projects in an attractive way.. For instance, putting a piece of construction paper under sculpture can make it look even better.
- -- Discuss their work with the children and label it appropriately.
- -- Give children opportunities to show their work and to talk about it.
- — Invite other classes and parents to watch performances.
- — Have a project fair and invite other classes and parents to come.
- — Encourage children to perform. Ideas of performances might include:

    - a rehearsed performance of a story or play created by the children, a dance with music, or a gymnastics routine.
    - a puppet show
    - singing or playing an instrument
    - giving a speech

- — Help children prepare for the performance by encouraging them to use invitations, scenery, costumes, lighting, props, and programs.
- -- Help children rehearse for the performance, including a dress rehearsal.
- -- Prepare the audience. Tell them how the performance was created and what is expected of them as the audience.
- -- When you ask children about something they have made, say "Tell me about what you did" or "Tell me about your picture," rather than asking "What is it?" The picture or sculpture need not represent any particular thing.

4. CREATIVITY DEVELOPMENT

WHAT? Creativity has been defined as the ability to have many ideas, to have different ideas, to have complex ideas, or to have original ideas.

WHY? Children with talent in this area need encouragement and freedom from criticism in order for their talent to be developed. They also need opportunities to think of many different answers to questions and solutions to problems.

TIPS --

-- Ask open-ended questions with lots of possible answers.
-- Give children time to think, to plan, to dream.
-- Encourage unusual answers.
-- Allow children to explore materials without having a specific assignment.
-- When children have an idea, ask them to elaborate about it. Encourage them to supply many details and specifics. By asking questions, you may help children extend their ideas.
-- Do something creative yourself. Model creativity by painting something, writing, dancing, or singing. Share your creation with the children.
-- Creativity may be seen in four different ways:
  - how many ideas children have
  - how different these ideas are from one another
  - how complex or elaborate their ideas are
  - how original or unique their ideas are

5. PROBLEM SOLVING PRACTICE

WHAT? Problem solving is the chance to put together ideas to come up with an answer to a problem.

WHY? Because talented children are often perceptive and empathetic, they may be better able to understand problems and what causes them. They need practice in learning to solve problems. Problem solving is a way to develop creativity (thinking of original solutions) and critical thinking skills.

TIPS —

-- Allow the children to think of solutions to classroom problems such as:

  - clean-up during free play
  - hitting on the playground
  - two people wanting to be the leader
  - rotating classroom jobs
  - problems with materials (broken crayons or paints getting mixed up)

-- It helps to first talk through the situation and decide what the problem is.

-- Have the children brainstorm as many solutions to a problem as possible. Write the ideas down and read them back to the children.

-- Evaluate the answers. Come up with a list of considerations for the children to use. Some considerations might be:

  - Is it possible?
  - Is it fair?
  - Will the idea solve the problem?

-- Have the children help think of a plan to put the solution into practice. Write the plan, being careful to include who, when, how, and where.

-- Put the plan into practice, implementing the ideas devised by the children.

6. USE OF OUTSIDE RESOURCES

WHAT? Outside resources may be people or places in the community that can provide additional information which isn't normally available in the classroom.

WHY? Talented children need to have their curiosity satisfied and their horizons expanded in as many areas as possible. Exposing them to new topics may arouse an interest which they will wish to pursue in depth.

SOME EXAMPLES OF POSSIBLE RESOURCES:

PEOPLE:
- musicians
- athletes
- tailors
- newscasters
- veterinarians
- farmers
- bakers
- people from other countries
- people with hobbies
- artists
- carpenters

PLACES:
- library
- empty lot
- city hall
- construction sites
- museum
- factory
- laboratory
- newspaper press
- art studio
- computer store
- hospital
- radio or TV station

TIPS --

- -- Some guests will only be comfortable working with a small group of children rather than the whole class.
- -- Suggest to the guest that it may be helpful to bring a prop which illustrates their presentation.
- -- Discuss with the children the type of behavior that is appropriate when a guest is presenting material. (Have this discussion before the guest arrives!)
- -- Before a trip, prepare the children by talking about where you are going and what you will see.
- -- After the trip, discuss what you have seen. Use any materials or pictures from the trip as part of a display or learning center.
- -- When planning a trip, call ahead and make specific arrangements. Find out what the children will be doing and seeing. Get the name of the person who will be your guide.
- -- Model appropriate questions when on a field trip or during a guest presentation,, thus helping the children to think of questions and demonstrating the right level of questioning for the guest or guide.

SOME CHARACTERISTICS OF TALENTED AND GIFTED CHILDREN

1. CURIOUS--ASKS LOTS OF QUESTIONS
2. REFLECTIVE--THINKS ABOUT THINGS AWHILE BEFORE ANSWERING
3. IMPULSIVE--SAYS AND DOES THINGS WITHOUT THINKING
4. LEARNS FASTER THAN OTHERS IN THE CLASS--MAY BECOME BORED
5. LOTS OF INTERESTS--IS INTERESTED IN A VARIETY OF THINGS
6. HAS A LOT TO SAY--HAS MANY IDEAS
7. CREATIVE--COMES UP WITH WILD AND UNUSUAL IDEAS
8. CRITICAL OF OTHER PEOPLE AND SELF--CAN SAY SOME HURTFUL THINGS
   --MAY BE HARD ON SELF
9. SENSITIVITY--GETS FEELINGS HURT
   --TAKES THINGS HARD
10. SENSE OF HUMOR--CAN BE FUNNY OR OBNOXIOUS
11. INDEPENDENT--WANTS TO DO THINGS HIS OR HER OWN WAY

PARENT WORKSHOPS

General Programming for all Head Start Parents:

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General Programming for all Head Start Parents:

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GENERAL PROGRAMMING WORKSHOP FOR ALL HEAD START PARENTS

Detective, Inventor, and Judge Thinking for the Home

OVERVIEW OF THE WORKSHOP

I.	GETTING STARTED	5 MINUTES
II.	INTRODUCTION TO BOHST--THE BIG PICTURE	10 MINUTES
III.	INTRODUCTION TO GENERAL PROGRAMMING	10 MINUTES
IV.	ADULT DETECTIVE ACTIVITY	15 MINUTES
V.	MATERIALS FOR THE HOME	10 MINUTES
VI.	WRAP-UP	5 MINUTES

SUMMARY OF MATERIALS TO BE PREPARED AND GATHERED:

1. A LIST OF ALL THE HEAD START CHILDREN AND THEIR PARENTS
2. DETECTIVE BADGE NAME TAGS FOR EACH PARENT AND FELT-TIP PENS
3. CHALK AND CHALKBOARD OR LARGE PAPER AND MARKER
4. MEDIUM-SIZED CARDBOARD BOX WITH TREAT INSIDE
5. COLORED POSTERS OF DELORES, IVAN, AND JULIUS
6. BOOKLET OF DETECTIVE, INVENTOR, AND JUDGE ACTIVITIES FOR THE HOME FOR EACH FAMILY

PREPARATION CHECKLIST FOR PARENT WORKSHOP:

EVERYONE NOTIFIED OF TIME AND PLACE? ____
ROOM SET UP WITH CHAIRS, TABLES, LIGHT, HEAT, ETC.? ____
ALL MATERIALS GATHERED? ____
READ INFORMATION TO BE PRESENTED? ____
REREAD INFORMATION TO BE PRESENTED? ____
REVIEWED DETECTIVE LESSON TO BE PRESENTED? ____
PRACTICED WHOLE WORKSHOP? ____

YES TO ALL? ____ THEN YOU ARE READY!!!

GENERAL PROGRAMMING WORKSHOP FOR ALL HEAD START PARENTS

INSTRUCTIONS TO THE BOHST TRAINER

Before the workshop

PURPOSE

The purpose of this workshop is to acquaint all the parents in the program with the BOHST Project and to prepare them to use the General Programming materials for the home.

GETTING READY

Your job in leading this workshop includes the following:

1. Sending out letters to all Head Start parents telling them about BOHST and inviting them to this meeting. These should be sent out about two weeks before the workshop. Reminders should be sent home a day or two before the workshop.

2. Reading through these instructions at least twice before the workshop.

3. Preparing the following MATERIALS:

   For the getting started section :

   --A list of all the Head Start children and their parents.
   --Detective badge name tags for each parent and felt-tip pens (sample nametags are included with the first teacher workshop entitled Introduction to BOHST and Detective Thinking Workshop).

   For the introduction to BOHST section :

   --Chalkboard and chalk or large paper and marker.

   For introduction to general programming :

   --Colored posters of Delores, Ivan, and Julius (black and white posters which can be colored are included in the General Programming manual for teachers).

   For the adult detective activity :

   --A medium-sized cardboard box with a lid.
   --Donuts or other treat placed in the box as your mystery surprise.

   For the materials for the home section :

   --Copies of the DETECTIVE, INVENTOR, AND JUDGE ACTIVITIES FOR THE HOME booklets--one for each parent.

At the Workshop

I. GETTING STARTED

As people come in

Give everyone a detective name tag and have them print their names on them. Keep track of who is at the meeting so you will know which parents still need to receive the booklets called Detective, Inventor and Judge Activities for the Home after the workshop. Do not give the parents these booklets until the last part of this workshop under the Materials for the Home section.

After everyone is seated

Take time at the beginning of the workshop for introductions.

Explain to the parents that the workshop will have three parts:

1. In the first part you will be telling about BOHST

   -- What it is
   -- How their child will be involved
   -- What their part will be

2. In the second part, you will be talking about general programming, which is the part of BOHST that involves all the children. They will have a chance to try an activity themselves.

3. In the third part, they will receive the general programming materials for parents to use at home. Hold up the booklet DETECTIVE, INVENTOR, AND JUDGE ACTIVITIES FOR THE HOME. Explain that you will give them some time to look these over later and to ask questions.

Before going on, ask if anyone has any questions.

II. INTRODUCTION TO BOHST--THE BIG PICTURE

The goal of this section is to give the parents some basic information about BOHST. Ideally you should give them this information during a discussion that allows them to ask questions and share ideas.

Tell the parents that you are going to spend about 10 minutes talking about the BOHST project. Here is a list of ideas you might want to share.

1. Discuss the fact that each child has different strengths. Parents may have noticed that their child is very good at doing some things and not so good at others. For example, their child may find counting easy but have a hard time staying on a balance beam. Or maybe their child draws great pictures but is shy in front of other people. Some children's strengths will later develop into true talents or gifts, some will remain just areas of strength.

2. Give the background for BOHST. For a number of years, researchers at the

University of Illinois directed by Dr. Merle B. Karnes have been studying children's talents and developing materials to help young children develop their talents. In 1984-85, Dr. Karnes received a grant from the Administration for Children, Youth, and Families (ACYF) to develop the BOHST project.

3. Explain that the acronym BOHST stands for:

BRINGING OUT HEAD START TALENTS

(Write this on the chalkboard.)

The purpose of the BOHST project is to help Head Start children develop their strengths and talents.

4. Give an overview of BOHST process, explaining the following three steps:

BOHST has three parts. The first part is called general programming. Explain to the parents that the teachers have been learning some ways to help all children become better thinkers. Their children are already doing some of the activities in their classrooms to develop their thinking skills. Before the end of the workshop, the parents will receive their own booklet of general progamming activities to do with their children at home to help them become better thinkers.

The second part is called identification. The purpose of this part is to select those children who show outstanding talents or potential talent in one or more areas. Be sure to explain that it is impossible to determine with certainty which children are truly talented, especially at the preschool level before children have often had the experiences necessary to fully develop and demonstrate their talents. The project uses information from the people who know the children best, their parents and their teachers, to assess children's skills as accurately as possible. During this part the parents will be asked to complete a checklist about their child's strengths or interests. This information, along with information from the child's teacher and observations by the BOHST trainer, will be used to select the children with the strongest areas of potential talent.

These identified children will be the focus of the last part of BOHST, called talent programming. This part will include working with the selected children in one or more of the six talent areas or their subdivisions. These talent areas are as follows (you may want to list these areas on the chalkboard or paper):

intellectual
creativity
leadership
visual and performing arts (art and music)
academic talent (math, science, and reading)
psychomotor

5. In summary, all the parents are an important part of the BOHST process in two ways:

   (a) Trying the general programming activities for the home that they are going to receive at this workshop. In this way, they can help their children develop their ability to think and solve problems.

   (b) Completing a parent checklist about their child's strengths and interests.

   The parents of the selected or identified children will be asked to further participate by doing some activities at home to develop talent.

III. INTRODUCTION TO GENERAL PROGRAMMING

Remind the parents that general programming is designed for all the children in Head Start. In the classroom, the teachers are helping the children learn to use three new kinds of thinking skills. Activities related to these three thinking skills are also what is included in the materials the parents will be getting to use at home.

Explain that first you are going to talk about these three kinds of thinking and tell them about what the children are learning. Then they will get a chance to try one kind of thinking themselves as part of an activity.

Explain to the parents that the three kinds of thinking, called Detective, Inventor, and Judge thinking, are based on the three kinds of thinking identified by J.P. Guilford in his model called the Structure of the Intellect. To help teachers, children, and parents learn and remember these three kinds of thinking, the BOHST staff developed a character to represent each kind of thinking.

Detective Thinking

Introduce Delores Detective by holding up her picture. Tell the parents that Delores Detective is the character who represents detective thinking. Delores helps teach the children to think like detectives. Detectives take several clues and put them together to come up with one right answer. Delores also has a cue or hand motion that she uses to signal the children to think like detectives--they turn up their collars on their pretend trench coats and they put on their detective badges.

Demonstrate this movement and ask the parents to try it too.

Explain that detective thinking is important because many things children will be asked to do in school involve this kind of thinking. Examples include answering riddles, solving arithmetic problems, even being a good reader.

Inventor Thinking

Now hold up the picture of Ivan. Tell the parents that Ivan the Inventor uses a different kind of thinking than Delores. He is very creative and comes up with lots of ideas or solutions to a problem. Ivan is the character who represents inventor thinking. Ivan helps the children become more creative by telling them to put on their inventor spectacles in order to see things in a new way.

Demonstrate how Ivan takes his spectacles out of his lab coat pocket and places them on his face. Ask the parents to try it, too.

Explain that inventor thinking is important because it is needed whenever children create something new, such as a story, a play, a picture or a song. It is also an important part of problem solving--you are more likely to come up with a workable solution if you are able to think of lots of possible solutions.

Judge Thinking

Now hold up Julius's picture. Tell the parents that Julius the Judge is the character used to teach the children how to make decisions. Julius is used to introduce the word "considerations" to the children. Considerations are the criteria or things you need to think about when making a decision. For instance, when you are deciding what to wear in the morning, you might have these considerations--

What the weather is supposed to be that day
What clothes are clean
What you will be doing that day
What you feel like wearing

Usually, as adults, we automatically think of the considerations necessary in making a decision. However, children need practice in basing their decisions on considerations rather than whims.

We are all aware of how important making decisions is--not just for children but for all of us throughout our lives. Children who are good at making judgements will be successful at many school tasks, such as picking the best answer from many choices, thinking critically about what they have learned, and solving problems.

The cue that Julius uses to remind the children to think like judges is to put his finger to his brow and ask, "What are the considerations?" Demonstrate and ask the parents to do it with you.

IV. ADULT DETECTIVE ACTIVITY

The goal of this section is to give the parents an idea of what one of the kinds of thinking is like--in this case, detective thinking.

1. Explain to the parents what you are going to be doing next--giving them a chance to try out an adult activity that uses detective thinking. Explain that they are going to get a chance to practice detective thinking like Delores Detective. The purpose of this activity is to help them see how it feels to think like a detective and to have some fun.

2. Show the parents the mystery box with the surprise treats hidden inside. Tell the parents that you want them to pretend to be detectives like Delores. Encourage everyone to repeat the cue for detective thinking--turning up their collars and putting on their detective badges. Describe the activity:

   --I have something secret hidden inside this mystery box. Your job is to guess what is in it.

--You may only ask for clues or information about what's inside the box.
--You can ask only yes/no questions.
--You cannot guess what is in the box until the end.

3. Begin the activity. Give the first clue, "It fits in the box." Encourage everyone to ask for information. If people guess, remind them to only ask for clues. Remind them to ask questions that can be answered with a yes or no.

4. After everyone has had at least one chance to ask for a clue, give them a chance to guess what is in the box.

5. Open the box and show everyone what is there. Give everyone a treat to enjoy.

Discussion

Ask the parents to talk about the kind of thinking they used in the activity. Explain that in BOHST this kind of thinking is called detective thinking. It is also called convergent productive thinking. They put several pieces of information together and came up with the one right answer to the mystery.

Point out that the children have been doing a very similar kind of thinking. Ask them if they had a good feeling when they figured out the right answer or came close to the right answer. Explain that children may have this same good feeling when they come up with the answer from looking at the clues.

V. MATERIALS FOR THE HOME

Give each parent a copy of the booklet, DETECTIVE, INVENTOR, AND JUDGE ACTIVITIES FOR THE HOME. As they look at these booklets, point out the following things:

1. These activities are meant to be done with their children at different times during the day. Some can be done at dinner time, some at bedtime, some at bathtime, etc. The activities are short and designed to fit in with their normal routines.

2. Point out that the introductory pages give some general information about the materials. The back of the cover tells who wrote and developed the materials. The second card is for the parents to read before they try the activities.

3. Each of the three kinds of thinking activities is in a different color. An introduction to each kind of thinking is at the beginning of each section. Point out that the picture of Delores is in the corner of each blue card; Ivan is in the corner of each yellow card; and Julius is in the corner of each green card.

4. Each activity has a cartoon to help explain what the activity is about.

5. Parents may do the activities in any order they choose. It is okay to skip some activities, and it is all right to do activities over again if the children like them.

VI. WRAP-UP

Review what happened during the workshop:

--The parents heard about the BOHST project in general and how their child will be involved.

--They learned more about general programming, the first part of the BOHST process which involves all the children, and the three kinds of thinking it involves.

--They tried their hand at a detective activity to get an idea of how detective thinking feels.

--They received a copy of the DETECTIVE, INVENTOR, AND JUDGE ACTIVITIES FOR THE HOME booklet so that their children can practice the three kinds of thinking at home.

Ask the parents if they have any questions about the information or activities you shared with them. Thank them for their attendance and participation in the workshop.

After the Parent Workshop

1. Check over your list of all the Head Start children and their parents to see who did not attend the workshop and thus did not receive a copy of the Detective, Inventor, and Judge Activities for the Home booklet.

2. Distribute a copy of the Detective, Inventor, and Judge Activities for the Home booklet to each family who did not yet receive one.

3. If possible, follow up on the workshop by talking with parents about how they are implementing the activities at home. Answer any questions they may have.

Workshop for Parents of the Identified Children:

Talent Programming for the Home

WORKSHOP FOR PARENTS OF THE IDENTIFIED CHILDREN

Talent Programming for the Home

OVERVIEW OF THE WORKSHOP

I.	GETTING STARTED	5 MINUTES
II.	TALKING ABOUT BOHST	15 MINUTES
III.	EXPLAINING THE PARENT'S ROLE AT HOME	25 MINUTES
IV.	LOOKING TOWARD THE FUTURE	15 MINUTES
V.	WRAP-UP	5 MINUTES

SUMMARY OF MATERIALS TO BE PREPARED AND GATHERED:

1. NAME TAGS, FILLED OUT AND COLOR-COORDINATED BY TALENT AREA(S). (If the parents' child is identified in more than one area, prepare two name tags or a bi-colored one.)
2. CHALKBOARD AND CHALK OR TWO LARGE PIECES OF PAPER, TAPE, AND A MARKER.
3. NINE LARGE PIECES OF PAPER AND NINE MARKERS.
4. COPIES OF THE TALENT ACTIVITIES FOR THE HOME BOOKLETS.
5. COPIES OF THE PARENT NEEDS ASSESSMENT (to be used by the teacher or yourself during the parent interview or home visit following the workshop.

WORKSHOP FOR PARENTS OF THE IDENTIFIED CHILDREN

INSTRUCTIONS TO THE BOHST TRAINER

Before the Workshop

PURPOSE

The purpose of this workshop is to give information to the parents of the identified children about the BOHST plan for developing talents, which includes the following:

--how their child was identified and what it means
--what is happening in the Head Start classroom with the identified children
--what the parents' role in BOHST will be
--how the Talent Activities for the Home are to be used
--what the parents' role will be next year when their child starts kindergarten

GETTING READY

Your job in leading this workshop includes the following:

1. Sending out announcements to the parents explaining that their child has been identified and inviting them to this meeting. These should be sent out about two weeks before the workshop. Reminders should be sent home a day or two before the workshop.

2. Reading through these instructions at least twice before the workshop.

3. Preparing the following materials:

   For the getting started section

   --Name tags, already filled out and color-coordinated by talent area(s).

   For the talking about BOHST section

   --Chalkboard and chalk or two large pieces of white paper and marker

   For the role of the parents at home section

   --Nine large pieces of paper and nine markers
   --Talent Activities for the Home booklets, enough copies so that each parent can have a booklet for his/her child's talent area(s)

4. Arrange for who will be talking with the parents of each identified child following this workshop. The child's teacher, the parent coordinator, or possibly yourself will need to complete a Parent Needs Assessment during a home visit or a telephone interview with the parents. A copy of the Parent Needs Assessment form and instructions for parenting it are included at the end of this workshop.

At the Workshop

I. GETTING STARTED

Spread out the prepared nametags on a table at the entrance. As people enter, ask them to find their name tags and put them on. To start the workshop, explain that the name tags are color-coordinated and tell the parents which color identifies each talent. Then take time for introductions. Ask parents so state their own name, their child's name, and the area(s) of talent in which their child has been identified.

Explain to the parents that the workshop will have three parts:

1. In the first part, you will be explaining why the parents have been invited to the meeting, what it means for their child to be identified in BOHST, and what the role of the parents will be.

2. In the second part you will be talking about the role of the parents and how they can help at home.

3. In the third part, you will be talking about the future--next year when their child goes to the public school. You will be talking about some ways to help their child by talking to the teachers and administrators about what has happened in BOHST.

Before going on, ask if anyone has any questions.

II. TALKING ABOUT BOHST--WHAT IT MEANS TO HAVE BEEN IDENTIFIED

The goal of this section is to give the parents some basic information about BOHST and particularly about the identification process. Share the information with parents in a manner which encourages them to interact in the discussion by asking questions and making comments.

Include the following information:

1. Review general programming. Remind the parents that their children's teachers have sent home information about BOHST (Bringing Out Head Start Talents) and that they all received a BOHST booklet called DETECTIVE, INVENTOR, AND JUDGE ACTIVITIES FOR THE HOME. Give them an opportunity to discuss how they used the booklets at home.

2. Discuss the BOHST identification process that was used. Remind the parents of their participation in the identification process when they completed the questionnaire on their child's interests and abilities. Let them know that all the Head Start teachers also completed a checklist about the children in their classrooms. Tell them that you helped the teacher put all this information together to select some children who may have some talent in one or more areas.

   Especially point out to the parents that it is difficult to tell if a child is talented at any age, but it is especially difficult during the preschool years. Because the children are so young, it makes more sense to say that children have potential talents rather than to say that they actually have specific talents.

Be sure that the parents understand the difference between talent and potential talent. The BOHST philosophy is that it is better to over identify children than to risk neglecting a child's area of strength. Explain that 10-20% of the children in the class were identified as having potential talent.

3. Write the areas of talent that are included in BOHST on the chalkboard (or paper) and explain what each talent means.

INTELLECTUAL - which includes solving problems and learning new information.

CREATIVITY - which includes being inventive and thinking up new ideas.

SCIENCE - which includes organizing and remembering information as well as observing objects or events.

MATH - which includes knowing numbers and how to use them.

READING - which includes recognizing letter sounds and understanding ideas in language written and spoken.

PSYCHOMOTOR - which includes using body movements with flexibility, balance, and control.

ART - which includes using materials skillfully and creating unusual or interesting designs.

MUSIC - which includes playing instruments, listening carefully to sounds, and reorganizing rhythms.

LEADERSHIP - which includes being able to organize others in a self-confident and sensitive manner.

Tell the parents that children identified in one of these areas may also have special skills in other areas. However, from the information that was gathered, one talent area was selected as being the strongest.

4. Explain that the teacher has a manual containing classroom activities in each of these talent areas. The children with potential talents are each part of a small group that works together on these activities. Ask the parents if any of their children have come home talking about these activities.

5. Tell the parents that their child will have a Talent Education Plan that will be put together by the BOHST trainer, the teacher, the aide, and any appropriate ancillary staff. They will have a chance to talk about what they think will be helpful to their child and will be receiving a copy of this plan.

6. Discuss the Parent Needs Assessment which will be filled out either during a telephone interview or during a home visit. Someone--probably the teacher--will be calling the parents soon to talk to them about ways in which they would like to be involved in working with their child. They will have a chance to talk about how their child is doing and to learn more about their

child´s talent area. The teacher will share some of the things that are happening in the classroom and will tell them some ways in which they may become more involved.

7. Sum up the parents´ role in BOHST. Write the underlined words on the chalkboard or paper:

   --Talk to your child about what is happening in the classroom.

   --Talk to the teacher about what you want for your child.

   --Become involved in your child´s talent development, both by participating in the classroom and by working with your child at home.

   Allow time for questions.

III. EXPLAINING THE PARENTS´ ROLE AT HOME

Explain that talents or potential talents do not just develop by themselves; the role of parents in developing talent is extremely important.

1. Have the parents divide into groups by talent areas. (People with the same color name tags gather together.) Tell them that you want them to brainstorm ways in which the child´s potential talent could be developed at home. (It may be necessary to explain what brainstorming is.) Have each group select a recorder to write down the group´s ideas. Give the recorder a large piece of paper and a marker. Allow ten minutes for brainstorming, then lead a discussion of the ideas.

2. Pass out the booklets, TALENT ACTIVITIES FOR THE HOME. Give the parents the booklet which goes with his/her child´s talent. Tell the parents that they have already had lots of good ideas for ways they can develop their child´s talents. These booklets will give them some specific activities they can do as they go through their regular routine. Be sure they realize that these are only suggestions--they can adapt them in any way.

   Ask everyone to take out their booklets and follow along as you talk. All of these booklets have the same organization:

   --The front cover tells the talent area that is being covered and gives the name of the BOHST project and what the letters stand for. Point out that the picture on the cover appears in the corner of each of the activities.

   --On the back of the cover is the information about who developed and wrote these books. Point out that these booklets were developed as part of the BOHST project at the University of Illinois and was funded by the Department of Health and Human Services.

   --The first page, which is called ABOUT THESE ACTIVITIES, is the same in all the books. The parents may wish to read this page to get some information about these activities.

   --The next page, which is called ABOUT YOUR CHILD´S TALENT, includes specific information about each of the talent areas. Point out that the first part gives the parents some information about what they might expect from their child with potential talent. The second part has some general tips about what to do.

- --The next six pages contain the activities. Point out the following information about the activities:
    - --In the corner of each page is the picture representing that talent area.
    - --Each activity has a little cartoon that the parent can share with their child.
    - --The part of the directions that are in italics (that slanty print) are suggestions of what they might say.
    - --At the bottom of some of the pages are hand-lettered hints of ways to make the activity a little more fun or interesting.

Give the parents some time to look through the activities and ask any questions.

Explain that at the end of each booklet are four pages of general ideas for developing their child's talent area. They are as follows:

- --THINGS TO DO, including some general ideas of ways to help their child develop in his or her talent area.
- --PLACES TO GO, including ideas for trips and ways to help their child get the most out of places they probably go anyway.
- --QUESTIONS TO ASK, including questions they could ask during the day that might help their child think about things in a new way.
- --GIFTS TO GIVE, which does NOT mean gifts they should go right out and buy, but gifts they might consider for their child's next birthday. Notice some things are included which do not cost a lot of money.

Ask the parents which idea in the book appeals to them. Ask them to share the idea with the group.

IV. LOOKING TOWARD THE FUTURE

Explain that just because their child has been identified in Head Start does not mean that anything will happen next year when their child starts kindergarten. Head Start will be sending on the records of what happened this year, but it will be up to the parent to follow up to make sure the kindergarten teacher is aware of their child's needs. (Show the parents a copy of the END OF THE YEAR TALENT REPORT, if they are interested.)

Tell the parents that they are the only ones who will be following their child's progress from year to year. Remind them that they probably have more information about their child than any other person. Therefore, they are the ones best able to share with the teacher their child's strengths and needs.

Tell the parents that you have some basic strategies or tips to help them when they are talking with teachers:

--Be specific. Ask the kindergarten teacher if papers were sent to him or her about the BOHST projects.

--Emphasize potential talent. Make sure that the teacher knows that you understand that your child may not be gifted but does have strengths in a specific area. Explain that you want your child to make the most of that potential.

--Keep copies. Keep copies of everything you receive from the school about your child.

--Ask questions. What has the teacher noticed about your child? What kinds of activities does the teacher do in the classroom in your child's talent area?

--Review tests. Ask to see any tests that have been given to your child. This is your right as a parent.

--Become involved. Contact the teacher occasionally. Go to conferences and PTA meetings. Volunteer to help in the classroom. By keeping in contact with the teacher, you make the teacher accountable to you for your child's education. Teachers are aware of which parents are concerned and will make an effort to discuss the child's progress with those parents.

Explain to the parents the importance of discussing with their children what is happening at school. Tell them to ask questions about what happens each day. If the child is vague about what happened, ask additional questions. For example,

If you say, "Hi James. What did you do today at school?"
And James says, "Not much. We played."
You say, "Played what? What toys did you play with?"
James says, "Blocks"
You say, "Was the teacher there working with you?"
James says, "Yeah, she came around and looked at what I made."
You say, "What did you make? What did she say?"
James says, "I made a garage. She thought I should put a ramp on it."
You say, "Boy, that's neat. Did you figure out how to do it?

Ask questions about what is happening--what the child is learning and what kind of activities are taking place. Children soon understand that since you are interested in these things, they are what is important.

V. WRAP UP

Talk about what has happened during the workshop:

1. You told the parents about BOHST and how their child was identified as being possibly talented in a certain area. You reminded the parents that the identification procedure is informal and probably did not find all the children with potential in each of the talent areas.

   Ask if anyone has any questions about this part of the workshop.

2. The parents had a chance first to brainstorm and then to look at the Activities for the Home booklets. You gave them some information about how they are organized.

   Ask if anyone has any questions about this part of the workshop.

3. You discussed some things about the parent's role next year when their child starts kindergarten.

   Ask if anyone has any questions about this part of the workshop.

Remind the parents that someone will be talking to them soon about their individual needs and interests in relation to BOHST, i.e. completing the Parent Needs Assessment.

Invite the parents to come up to talk to you after the workshop with their comments, questions, or concerns.

After the Workshop

Instructions for meeting with the parent(s) of the identified children:

1. Arrange a time for a home visit or telephone interview with the parents of each identified child. Remind the parents to look over the Parent Needs Assessment form before the meeting and to think about how they might want to be involved.

2. Call or visit each parent at the time you arranged. Be sure to have with you a copy of the Parent Needs Assessment and the list of suggested activities with your notes added.

3. Address each question on the assessment form, noting the parents´ areas of interest and answering any questions they may have.

4. Encourage all the parents to become involved in some way, not accept whatever level of participation they feel comfortable with. Parents have many demands on them and some are not ready or willing to take on another task.

5. Be specific in arranging for the parents´ involvement, setting up date and time of the interview, if possible, and telling parents exactly what is involved. Follow-up on any plans discussed for the future.